

# **RELEASED ITEMS, SCORING GUIDES, AND STUDENT RESPONSES**



*Rooster*, 1934, pine, found in Cumberland, Maine. Collection of the Farnsworth Museum, Rockland, Maine. Museum Purchase, 1978. This is an example of what is called “folk art.” As is often the case with older folk art pieces, the artist’s name is not known.

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### **FILE A—For Optional Classroom Use**

English Language Arts:  
Released Writing Prompt ..... A-2

English Language Arts:  
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English Language Arts:  
Released Reading/Writing Response Item ..... A-19

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# English Language Arts: Released Writing Prompt

Describe a good friend.

NOTE: Each student's total writing score includes a response to this prompt **and** the reading/writing response item based on the passage found on page A-20.

# **English Language Arts: Released Reading Items**

# Go Fly A Kite

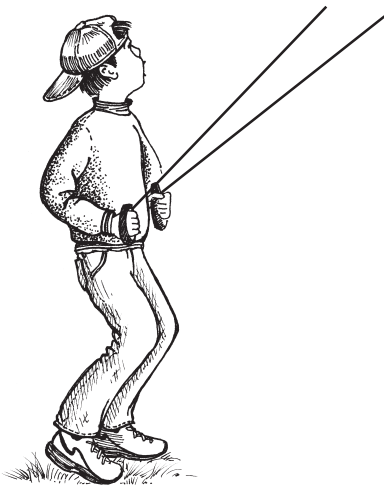
## TWO-FISTED ACTION MAKES STUNT FLIERS SOAR ABOVE THE REST.

John Morrison and Dustin Tackett can make kites race across the sky like birds. Their fliers can suddenly stop, flip, loop, swoop, dive and climb.

John and Dustin perform their tricks with stunt kites. Traditional kites have only one line, but stunt kites have two. That lets you actually steer the kite, not just fly it.

Some of the neatest stunts occur at kite ballet events. Competitors steer kites through amazing tricks and routines set to music.

John, 15, of Rohnert Park, Calif., and Dustin, 16, of Portland, Ore., are among America's best kite ballet competitors. They have been flying for more than five years.



They have crashed and they have soared. And lots of practice has made them top-notch fliers. Here are their tips to get you started:

### CHOOSE THE RIGHT KITE

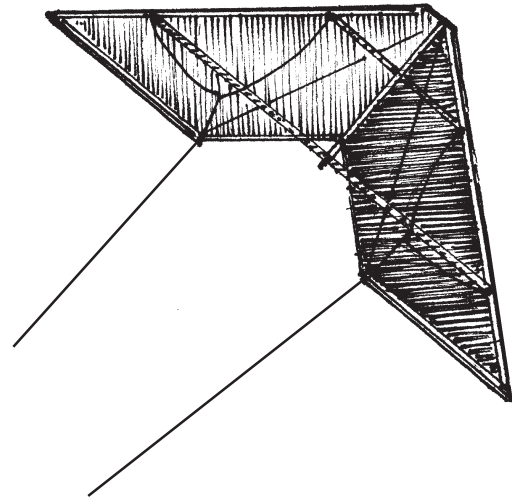
A good beginner kite is built strong to withstand frequent crashes. Look for a fiberglass frame and a delta or diamond shape, both of which are easy to fly. Expect to pay up to \$50. Be sure to read the specific directions that will come with your kite.

Expert kites fly faster but are more expensive and break more easily.

### WAIT FOR GOOD CONDITIONS

Fly in open areas when breezes are 5 to 10 miles per hour (leaves will start rustling if the wind is right). Stronger or calmer winds make kites uncontrollable.

Because kites attract lightning, never fly when thunderstorms approach. Stand far from hills and buildings because they cause air turbulence that makes flying difficult. Avoid power lines, trees and roads.



### PREPARING FOR LAUNCH

Keep your back to the wind. Have a friend hold the kite with the top pointing up. Lay out 100 to 120 feet of the lines—make sure they are uncrossed and even. Then tighten them. Hold your arms in front of you, with elbows bent and hands between your waist and shoulders. Keep hands even.

### TIME FOR LIFT-OFF

Signal your friend to release the kite, then take one or two steps back and jerk your hands as though nudging someone with your elbow. The kite should rise. Return your

hands to the starting position. There is no need to walk backward.

#### MAKE THE KITE MOVE

“Flying a kite is like riding a bike,” Dustin says. Each uses the same hand movements. Imagine holding your bike’s handlebars when you grasp the kite handles.

To make the kite hover, hold your hands even. To make it turn right, pull the right line toward you and push the left line away. Do the opposite to turn left. Pull and push for only a second or two before you

hold your hands even. Doing it longer will cause constant loops—just as staying in a turning position on the handlebars makes bikes continue circling.

#### AVOID BEGINNER MISTAKES

Beginners often lose control by dropping their arms, lifting their hands overhead or forgetting to stop pulling lines.

“Loosen up,” Dustin says. “If you’re too tense, you’re not going to control the kite.”

#### DON’T WORRY ABOUT CRASHING

Landing is difficult. Your first attempts will be crashes. Don’t worry. With practice, it will get easier.

To learn more about stunt kites, contact the American Kitefliers Association (352 Hungerford Drive, Rockville, Maryland 20850-4117). The AKA offers several publications for beginning kite fliers.

—Joe Bower

- |   |  |
|---|--|
| <p>1. In the first heading of the article, what does “two-fisted action” refer to?</p> <ul style="list-style-type: none"> <li><input type="radio"/> A. Flying a stunt kite is twice as much fun as flying a regular kite.</li> <li><input type="radio"/> B. Two hands are required to control the two lines of a stunt kite.</li> <li><input type="radio"/> C. John Morrison and Dustin Tackett are two famous stunt kite flyers.</li> <li><input type="radio"/> D. Stunt kites are so large that it takes two people to control one kite.</li> </ul> | <p>2. The author’s opinion of John Morrison and Dustin Tackett is that they are</p> <ul style="list-style-type: none"> <li><input type="radio"/> A. so good they never make a mistake.</li> <li><input type="radio"/> B. showoffs in competitions.</li> <li><input type="radio"/> C. a good team.</li> <li><input type="radio"/> D. skillful kite flyers.</li> </ul> |
|---|--|

3. According to John and Dustin, your choice of a kite should be based **mostly** on its
- ☐ A. cost.
  - ☐ B. design.
  - ☐ C. size.
  - ☐ D. directions.
4. According to the article, when flying a stunt kite, a big concern is
- ☐ A. launching it.
  - ☐ B. repairing it.
  - ☐ C. wind conditions.
  - ☐ D. air temperature.
5. According to the article, which condition would cause the **most** problems when flying a kite?
- ☐ A. too little or too much wind
  - ☐ B. a hot, humid day
  - ☐ C. a remote, open field
  - ☐ D. too little or too much rain
6. Flying a stunt kite is **most** like riding a bicycle because of the
- ☐ A. steering techniques.
  - ☐ B. balancing techniques.
  - ☐ C. practice needed.
  - ☐ D. strength needed.
7. In paragraph 13, the author writes, "To make the kite hover, hold your hands even." What happens to a kite when it **hovers**?
- ☐ A. It crashes to the ground.
  - ☐ B. It goes higher in the sky.
  - ☐ C. It leaps from place to place.
  - ☐ D. It stays motionless in the air.
8. The author's **main** purpose in writing this article is to
- ☐ A. instruct.
  - ☐ B. entertain.
  - ☐ C. criticize.
  - ☐ D. persuade.



9. What **two** jobs does an assistant do to help launch a kite?

9. \_\_\_\_\_

\_\_\_\_\_

10. Suppose that you are going to make a poster on important facts about stunt kite flying for the fifth-grade students in your community. Using the tips in this article, make a list of the **five** things that you think are most important for beginning stunt kite flyers. Explain why you chose these points to put on your poster. Use information from the article to support your answer.

10.

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- Explain your answer, using specific information from the article.

[illegible]

# GRADUATION MORNING

by Pat Mora

for Anthony

She called him *Lucero*<sup>1</sup>, morning star,  
snared him with sweet coffee, pennies,  
Mexican milk candy, brown bony hugs.

Through the years she'd cross the Rio  
5 Grande to clean his mother's home. "*Lucero*,  
*mi*<sup>2</sup> *lucero*," she'd cry, when she'd see him  
running toward her in the morning,  
when she pulled stubborn cactus thorns  
from his small hands, when she found him  
10 hiding in the creosote.<sup>3</sup>

Though she's small and thin,  
black sweater, black scarf,  
the boy in the white graduation robe  
easily finds her at the back of the cathedral,  
15 finds her amid the swirl of sparkling clothes,  
finds her eyes.

Tears slide down her wrinkled cheeks.  
Her eyes, *luceros*, stroke his face.

1. *lucero* (lōō sé rō): Spanish [for morning star].

2. *mi* (mē) *Spanish*: my.

3. *creosote* (kre' ə sōt'): short for *creosote bush*, a bush found in the Southwest.

12. In the first stanza, what does the poet mean by writing the woman “snared” the boy?
- ☐ A. She held him tightly in her arms.
  - ☐ B. She gave him sparkling clothes.
  - ☐ C. She made him love her.
  - ☐ D. She asked him to behave.
13. In the second stanza, the **main** reason for including the cactus thorns incident is to show how the
- ☐ A. thorns were difficult to remove.
  - ☐ B. setting influenced the characters.
  - ☐ C. woman cared for the boy.
  - ☐ D. boy constantly needed help.
14. The **most likely** reason the boy easily finds the woman in the audience is because she is
- ☐ A. small and thin.
  - ☐ B. seated at the back of the cathedral.
  - ☐ C. dressed in black.
  - ☐ D. so familiar and cherished.
15. Why did the woman cry during the boy’s graduation?
- ☐ A. She was happy and proud.
  - ☐ B. She was stuck by a cactus thorn.
  - ☐ C. She was old and did not have long to live.
  - ☐ D. She was afraid he would forget her.

16. What are **two** different ways the poet uses the Spanish word “*lucero*” in this poem?

16.

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17. What makes this graduation morning **both** happy and sad? Explain your answer, using specific examples from the poem.

17.

# Niagara Falls

*The seething spectacle of Niagara—really two falls in one—has few rivals for its dual traits of beauty and sheer overwhelming power.*

The Niagara River is not very long. From its source, the outlet of Lake Erie, to its end in Lake Ontario, it flows a total distance of only about 35 miles (55 kilometers). Yet its name is known far and wide. About halfway along its short northward course the river, which carries the overflow of four of the five Great Lakes, plunges over a precipice in the paired cascades of Niagara Falls.

A thunderous, unending roar greets visitors long before the falls come into view. But nothing can quite prepare them for the sight of the two seething sheets of water hurtling into the gorge on either side of Goat Island. To the north of the island is the long, nearly straight line of the American Falls, spanning a distance of about 1,060 feet (325 meters). To the south and west, on the Canadian side of the river, is the gracefully curving arc of Horseshoe Falls, with the length of its crest measuring slightly more than 2,200 feet (670 meters). Both cascades drop a total of 180 feet (55 meters).

Although the falls may seem both very old and quite unchanging, they actually are neither. Niagara Falls came into being only as the Ice Age drew to a close some 10,000 years ago. As the enormous ice cap that had covered much of northern North America wasted away, the Great Lakes gradually assumed their present form and drainage pattern. The lakes once emptied into the Mississippi River. But as the ice receded to the north, they eventually found their present outlet to the sea by way of Lake Ontario and the St. Lawrence River.

Besides being the easternmost of the Great Lakes, Ontario is also the closest to sea level. About 7 miles (11 kilometers) north of Niagara Falls, the surface of the land drops abruptly in a steep escarpment. And

originally it was there that the Niagara River made its breathtaking plunge en route to Lake Ontario.

But the falls did not remain at the edge of the cliff for long. The escarpment is capped by a thick, nearly horizontal layer of extremely hard dolomite (a type of limestone). Beneath the dolomite are layers of shale, sandstone, and other much more easily eroded rocks. As water poured over the precipice, churning up fallen rocks in the riverbed below, the softer underlying layers were worn away, leaving an overhanging cornice of dolomite. But eventually tensions in the dolomite became so great that huge blocks of it came crashing down.

Century by century, as undercutting of the dolomite continued, the falls receded upstream, leaving the deep Niagara Gorge in their wake. It is believed that they reached more or less their present location about 600 years ago, when the obstruction of Goat Island divided them into two separate cataracts.

## **The Birth and Death of Niagara Falls**

Niagara Falls began to form at the end of the Ice Age about 10,000 years ago. Carrying the overflow from Lake Erie, the Niagara River spilled over the edge of a high escarpment en route to Lake Ontario and the sea. Almost immediately the huge volume of water flowing over the cliff began to erode a gorge by undermining the rock layers that make up the escarpment. Although the rate of erosion undoubtedly varied over the centuries, the falls receded upstream at an average rate of about 3 feet (0.9 meter) per year. Today the falls are located 7 miles (11 kilometers) upstream from their original site at the edge of the escarpment. Divided by an island into two separate cascades, the falls most certainly will continue to extend their long gorge upstream. Eventually they will reach Lake Erie and disappear entirely. Only furious rapids will remain in the river's rubble-filled gorge. But the disappearance of the falls is not likely to occur soon. Geologists estimate that at least 25,000 years will pass before the Niagara River extends its gorge all the way to Lake Erie.

18. In this article, the author writes about Niagara Falls as
- ☐ A. a tourist destination.
  - ☐ B. a geological wonder.
  - ☐ C. a historical site.
  - ☐ D. an endangered habitat.
19. The estimate of 25,000 years until Niagara Falls vanishes is based on which of the following?
- ☐ A. the size and length of Goat Island between the falls
  - ☐ B. the estimated rate of erosion over the past 10,000 years
  - ☐ C. the estimated rate of erosion over the past 600 years
  - ☐ D. the change in the volume of water in Lake Ontario
20. The purpose of the boxed text in this article is to
- ☐ A. explain how the falls were created and why they will someday disappear.
  - ☐ B. describe how the falls change size as the river changes.
  - ☐ C. describe the upstream erosion of the river bottom.
  - ☐ D. explain why the falls are so large and impressive.
21. Which question cannot be answered by reading this article?
- ☐ A. How many feet long is Niagara Falls?
  - ☐ B. What is the source of Niagara Falls?
  - ☐ C. When did Niagara Falls begin to form?
  - ☐ D. How did Niagara Falls get its name?
22. The author calls Niagara Falls “two falls in one” in the introductory sentence before the text. What does this mean?

22.

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23. Compare and contrast Horseshoe Falls and the American Falls.
- a. Tell **two** ways they are similar.
  - b. Tell **two** ways they are different.
- Support your answer with evidence from the text.

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# UNCLE JOE



- 1 Ellie's Uncle Joe was a tall young man with blond hair and blue eyes. He was the one who told Ellie her parents found her under a big rock in the hog lot.

Ellie thought the world of her Uncle Joe.

When he graduated from Monroe County High School the spring before, Joe had joined the Air Force. He left home, promising Ellie and her sisters he would send them things from far-off countries. After he had been gone a while, he sent them a picture of himself wearing a jacket with a little fur collar and a cap with funny fur earflaps. Ellie got permission to borrow it for a day and she took it to school with her to brag.

- 4 Ellie sometimes liked to call Joe her big brother. But never aloud.

It was when she was walking home from the grocery with her sisters one afternoon in July that Ellie had seen both Okey and her mother sitting on the front steps together. And talking. With each other. Okey wasn't drinking and her mother wasn't crying. They were just talking together like normal people and it had made Ellie positive something was really wrong.

- 6 "What's wrong?" she yelled at them before she even came in the yard. They just looked back at her and the other girls and waited for them to get to the house.

"Well?" Ellie asked when they'd reached it.

Okey had looked at her with his head cocked to one side. "Well, Miss Smarty, what makes you figure there's something wrong?"

"You just look it, that's all," she had answered.

"Well, fact is," said Okey, gazing directly at her as the other girls climbed on up the steps, "they're shipping your Uncle Joe into a pretty bad place."

"Bad?" echoed Ellie.

"Where there's a war going on."

"War?"

"Girl, would you stop repeating me? You heard me."

Martha asked if Joe would likely get killed.

"*Killed?*" Ellie had nearly shouted. Everyone looked at her in disgust. She just couldn't talk in sentences.

“You mean, they’re shooting at *our* soldiers there? Like a real war?”  
There. That had made sense.

Okey looked out past Ellie and all of them.

19 “I don’t know what a real war is,” he had answered.

They had to wait a long time for letters from Joe after he went to the war. Sometimes he’d send them a picture. He had grown a beard. And in one picture, he was holding a board on which sat a live (so he said) scorpion.

Ellie would lie awake at night and be afraid for him. She’d beg God not to let him be shot. Or if he had to get shot, then to let the bullet hit his arm or his foot.

At school in the fall she had told her friends about her uncle who’d gone to war.

One boy told her what his father said about the war. He told her his father said it was stupid. That soldiers were dying for nothing. That it wasn’t even a real war. The boy told Ellie that it must mean her uncle was not a real soldier.

Ellie shoved him hard into the wall. And she called him one of Okey’s best cuss words. The boy was so surprised he didn’t even fight back—just stared at her with his mouth hanging open.

It seemed, after that, the time would never pass quickly enough until Joe came home. Ellie missed him, but more than that, she wanted him to tell her that he had been a real soldier.

And finally, one afternoon in December when they were nearly snowed in, Joe walked in on them all. He had on his blue uniform and his beard was gone. He seemed a foot taller. And to Ellie, he seemed as old as Okey.

In the night he made fudge in the skillet the way he used to and poured it into a buttered plate to cool. They all sat around the kitchen table, talking. Okey would not talk of the war. Joe would not talk of the war. So no one did.

28 But before she could sleep, Ellie had to ask him. He was sitting alone in the living room, watching the late news after everyone had gone to bed. All the lamps were off and only the television lit the room, making it blink black and white like the set.

Ellie tiptoed to the doorway. Joe sat on the couch, his long legs sprawled in front of him, and listened to the latest report of soldiers dead. The walls blinked and his face, too, went black, white, black, white, as the pictures crossed the television screen.

Ellie watched him. He looked older than Okey. Old as her grandfather. And when news of the war had finished, he wiped a hand across his eyes.

Ellie silently called the boy at school the strongest cuss word she knew, turned back to her room and fell asleep, tears in her eyes for her Uncle Joe and all the real soldiers.

24. The theme of "Uncle Joe" is the

- ☐ A. horror of war.
- ☐ B. joy of homecoming.
- ☐ C. travels of soldiers.
- ☐ D. loss of friendship.

25. In paragraph 1, what does the author **most likely** want the reader to learn about Uncle Joe?

- ☐ A. Uncle Joe looks very young.
- ☐ B. Uncle Joe feels sorry for Ellie and so is kind to her.
- ☐ C. Uncle Joe does not know where Ellie was born.
- ☐ D. Uncle Joe has a sense of humor.

26. What is the **main** purpose of paragraphs 1 through 4?

- ☐ A. to describe the kind of person Ellie is
- ☐ B. to provide a flashback to Uncle Joe's early life
- ☐ C. to describe the relationship between Uncle Joe and Ellie
- ☐ D. to foreshadow the coming war

27. Okey and Martha can be described as **subordinate** characters in the excerpt because they

- ☐ A. do not speak to the main characters.
- ☐ B. advance the plot but are not primary to the excerpt.
- ☐ C. play no part in the plot.
- ☐ D. are not present in the final scene of the excerpt.

28. How does the dialogue in paragraphs 6 through 19 advance the plot?

- ☐ A. It highlights the excerpt's setting.
- ☐ B. It provides a flashback to Ellie's early childhood.
- ☐ C. It foreshadows the coming events.
- ☐ D. It emphasizes the importance of Okey and Ellie's mother.

29. Ellie curses a boy and shoves him against the wall because he

- ☐ A. does not believe the war is being fought for a just cause.
- ☐ B. tells Ellie that her uncle is stupid.
- ☐ C. says that Joe might get killed in the war.
- ☐ D. says things that make Joe seem foolish and dishonorable.

30. The reason Joe did not speak of the war when everyone was sitting around the kitchen table talking was **most likely** because

- ☐ A. he was waiting for somebody to ask him about it.
- ☐ B. the subject was too painful for him to talk about.
- ☐ C. the war made him ashamed of being a soldier.
- ☐ D. he did not think Ellie should hear what had happened.

31. In paragraph 28, what question did Ellie want to ask her uncle?

- ☐ A. "Did you kill anybody?"
- ☐ B. "Why are we fighting this war?"
- ☐ C. "Were you a real soldier?"
- ☐ D. "Were you ever afraid while you were fighting?"

32. At the end of the excerpt, why did the author describe Uncle Joe as looking "old" to Ellie?

32.

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**English Language Arts:  
Released Reading/Writing  
Response Item**



# UNCLE JOE



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Ellie silently called the boy at school the strongest cuss word she knew, turned back to her room and fell asleep, tears in her eyes for her Uncle Joe and all the real soldiers.



- [illegible]

## **Health Education: Released Items**

1. Something is wrong with the fitness equipment that Jon recently purchased. He is going to return the product to the store. What should Jon **say** to the store clerk to clearly communicate how he would like the problem to be solved in a way that would avoid conflict?

1.

2. Three of Jason's friends use smokeless tobacco. He feels pressured to try it. Describe how using smokeless tobacco might impact Jason's health. Include **three** short-term effects and **one** long-term effect in your response.

2.

3. Physical, emotional, and social health are interrelated. Using **two** different examples, explain how problems in one of these areas might affect the other two areas.

3.

# ACKNOWLEDGMENTS

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“Go Fly A Kite” (pp. A-4–A-5) by Joe Bower as it appeared in *Boy’s Life*, March 1996. Illustrations by Donna Sabaka. Copyright © 2001 by Measured Progress.

“Graduation Morning” (p. A-9) from *Chants* by Pat Mora. Published by Arte Publico Press. Copyright © 1985 by Arte Publico Press.

“Niagara Falls” (p. A-12) from *Reader’s Digest Natural Wonders of the World* by Reader’s Digest. Copyright © 1980 by The Reader’s Digest Association, Inc.

“Uncle Joe” (pp. A-15–A-17, A-20–A-22) from *A Blue-Eyed Daisy* by Cynthia Rylant. Copyright © 1995 by Cynthia Rylant. Published by Simon & Schuster.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.

## FILE B

### **English Language Arts: Writing Item Information and Scoring Guide Reference Sheet, Writing Prompt and Learning Results, Scoring Guide and Training Notes, and Student Responses ..... B-2**

Item Information and  
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**English Language Arts: Writing  
Item Information and Scoring Guide  
Reference Sheet,  
Writing Prompt and Learning Results,  
Scoring Guide and Training Notes,  
and Student Responses**

NOTE: Each student's total writing score is based on a response to the writing prompt **and** the reading/writing response item. (Refer to page C-70 for scoring information.)



## Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) writing prompt is scored. These pages contain the prompt accompanied by the following information.

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
  - one sample of student work scored for Topic Idea Development in order by each score point value (6, 5, 4, 3, 2, 1)
  - one sample of student work scored for Standard English Conventions in order by each score point value (4, 3, 2, 1)
  - one exemplar of student work that received the highest possible score points in both Topic Idea Development (6 points) and Standard English Conventions (4 points)

# Writing Prompt and Learning Results

Describe a good friend.

## Writing Prompt

**Learning Results:** F-1, G-1, G-2

### Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
- no significant errors in the use of nouns, pronouns, and adjectives.
  - few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases.
  - attention to the proper use of conjunctions.
  - no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words.
  - no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less-common capitalization conventions (e.g., capitalizing the names of nationalities).
  - no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.

### Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 1 write stories with an identifiable beginning, middle, and ending.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories that include major events, develop settings, and deal with problems and solutions.

Stylistic & Rhetorical Aspects of Writing Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none"><li>• Little topic development and/or organization, few details</li><li>• Possible evidence of voice</li><li>• Simplistic language (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Limited topic development, focus, and/or details</li><li>• Evidence of voice</li><li>• Limited variety in language used (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Moderate topic development, focus, and details</li><li>• Some voice</li><li>• Some variety in language used (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Well developed with control and relevant details</li><li>• Consistent voice</li><li>• Variety in language used (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Fully developed with strong details</li><li>• Sustained voice and/or tone with emerging style</li><li>• Effective use of language</li></ul>	<ul style="list-style-type: none"><li>• Topic and details richly developed</li><li>• Distinctive voice, tone, and style</li><li>• Rich use of language</li></ul>
Topic Development		Organization	Details		Language/Style
The overall effect of the essay		The degree to which the response is <ul style="list-style-type: none"><li>• Focused</li><li>• Clearly and logically ordered</li><li>• Clarified by paragraphs</li></ul>	The degree to which the response includes examples that develop the main points		The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none"><li>• Errors seriously interfere with communication and/or</li><li>• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing</li></ul>	<ul style="list-style-type: none"><li>• Errors interfere somewhat with communication and/or</li><li>• Few or no errors in simplistic or limited text in first-draft writing</li></ul>	<ul style="list-style-type: none"><li>• Errors do not interfere with communication and/or</li><li>• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing</li></ul>	<ul style="list-style-type: none"><li>• Control of a variety of sentence structures, grammar and usage, and mechanics</li><li>• Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing</li></ul>		
Sentences		Grammar and Usage		Mechanics	
The degree to which the response includes sentences that are correct in structure		The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>• Use of standard grammatical rules of English</li><li>• Word usage and vocabulary</li></ul>		The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>• Punctuation</li><li>• Capitalization</li><li>• Spelling</li></ul>	

# Training Notes for Writing Prompt

## Student Responses Scored for Topic Idea Development

### Topic Idea Development Score Point 6 Paper – page B-8

In this response, rich topic development proceeds from careful and complete development of details. Successful inclusion of dialogue and personal anecdote adds a distinctive style. Language is strong and tone is distinctive.

### Topic Idea Development Score Point 5 Paper – page B-10

The experience is fully developed with strong details. Organization of details and ideas is effective and follows a chronological plan. There is a sustained voice and an emerging style. Planning is evident, but the story lacks an effective conclusion.

### Topic Idea Development Score Point 4 Paper – page B-12

This essay is well developed, but lacks paragraphing. The writer selects and develops relevant ideas that support the topic. Voice is consistent throughout, and there is variety in language.

### Topic Idea Development Score Point 3 Paper – page B-14

This response is moderately developed and organized with a beginning, middle, and end. There is some variety in language and supporting details. There is some voice (e.g., dark vs. sunny).

### Topic Idea Development Score Point 2 Paper – page B-15

This response can best be described as “limited” in topic development and supporting details. Variety of language is limited. There is evidence of voice (humor).

### Topic Idea Development Score Point 1 Paper – page B-16

This response fits all of the criteria for the “1” score point in topic development: It exhibits little topic development, very little development of supporting details, little organization, and very simplistic use of language. There is possible evidence of voice.

## Student Responses Scored for Standard English Conventions

### Standard English Conventions Score Point 4 Paper – page B-17

The writer shows control of a variety of sentence structures and grammar. The length and complexity of the essay allows the student to demonstrate this control.

### Standard English Conventions Score Point 3 Paper – page B-19

Errors do not interfere with communication. (This is the “**or**,” not the “**and**” condition.)

### Standard English Conventions Score Point 2 Paper – page B-20

There are few errors in limited text in first-draft writing.

### Standard English Conventions Score Point 1 Paper – page B-21

There is little control of sentence structure and mechanics.

## **Exemplar Student Response Paper – page B-22**

### Topic Idea Development Score Point 6:

This response is richly and subtly developed, demonstrates a strong awareness of audience—and is reflective. Organization is clear and focused, with effective transitions. Both voice and style are distinctive.

### Standard English Conventions Score Point 4:

Conventions are controlled. The paper meets all requirements of the “4” score point.

The room was a pale yellow—almost white, and kids my age or younger were swarming around the classroom tables. I sat silently over on the other side of the room taking in the scene. This was my first day here at . . . and I didn't know what was going on. There were other kids, but most of them came into this knowing someone at . . . and they were all chattering away with excitement.

I found myself tying my shoe. All of a sudden, I got a light tapping on my shoulder. Naturally, I looked up and standing was someone who from that day forward would be my friend. Of course, I didn't realize that at the time.

"Hi. My name is T." he outstretched his hand as if to shake mine. I was so relieved that I finally had someone to talk to that I gladly shook his hand. Then, I proclaimed my name in a loud voice so he could hear me over the buzz of the other children's voices.

"Hello T.! My name is A. It's really nice to meet you, I mean I don't know anyone here! Well, I guess I know someone now!" He chuckled at that—he was probably a bit nervous as well. For the first hour in his new place, we talked all through that morning about ourselves, and each other and already I felt like I had known him forever. We really helped each other get off to a good start here at . . . Even though we had different classes, we still remained good friends and sat by each other whenever we could.

"Hey, A.—! Come here for a second. . . ." I knew something was up, so I replied suspiciously.

"Yes, T.? Where are you? T.?" all of a sudden,

he jumped on and spit a gushing mouthful of water into my hair. He burst into laughter but then began to run after I threatened him.

"I'm gonna get you, T!" I fiercely ran over to the water fountain and filled my mouth with water. I had only one mission - to make sure that this water drenched T's clothes. I burst through one door leading out to the hallway of the school and sure enough, there was my victim. He was crunched in a ball trying to hide behind the heavy blue door.

"No!" He managed to say amidst all the laughter. "Please, A - did I mention how great your looking today?"

With that, as if my water filled cheeks burst, the warm water coated him all over.

"Why thank you. Now - truce!" That meant we wouldn't fight each other for the rest of the day, and a final handshake sealed the deal.

It was scenes like this one that really made T. and I close. He is and always will be a special friend to me, and now, even after I have transferred away from

I still call him up and see how he's doing.

It's funny, because its the little things - like water fights - which really make a relationship grow, and to this day I remember them all.



"Hi, is S. there?" I asked the person that answered the phone. 5

"Yes, hold on a second."

"Hello," I recognized S.'s voice.

"S., it's B. Do you want to come over tonight?"

"Sure."

"My mom will be over to pick you up in about twenty minutes."

"Okay, bye," and we hung up the phone. My mom left soon after. I jugged up stairs to my room and started to pick it up.

"Tonight is going to be the best," I thought to myself. I kept picking up my room. Before I knew it she appeared at the bottom of my stairs.

"B. You there," she called from the door way.

"Yep, come on up," I heard her start to run up the stairs.

"Hey, what's up?" she cheered as she tackled me to the floor.

"Not much," I rolled on top of her pinning her shoulders to the rug. "Can't wait for tonight it's going to be a blast," I said releasing my grip.

Time pasted quickly. We went to the mall and had dinner. When we got home it was about ten o'clock. We went up stairs to my room, and



climbed into our sleeping bags. We grinned at each other knowing the best part was about to begin.

"S., B. who do you like?" She asked with a chuckle. All night we talked about boys, friends, school, and sports. We told secrets and jokes. She discussed her family and cried. It was the best night ever. Plus we crept down stairs to get a mid-night snack. The night was never ending until, "S., "I shook her lightly. "S. you up?" She didn't answer. She must be sleeping. I rolled over and thought to myself, "she's my best friend she is everything I could ask for, fun, laid back, respectful, and we act like sisters." And with that I got some shut-eye.

The next morning I woke up with the feeling of something tickling my nose hairs. I flew out of bed to find S. rolling on her side cracking up. I thought she was going to die right then and there.

"I'm going to kill you!" I screamed. I lunged at her. "You are so dead." She finished laughing immediately and fought back.

"S. and B. break-

fast," we stopped and raced down stairs. We grabbed our breakfast and before we knew it S. mom was here to pick her up. We said our good byes and she told me she would call when she got home. I watched her car drive away until it was out of sight and then went upstairs to my room.

4

A good friend. There's a lot to that. Not everyone is lucky enough to have a good friend. A good friend to me is respectful of all the things I own, my possessions. They're respectful of me, as a person. They make me laugh whenever I'm feeling down about something. A good friend will be able to lift your spirits so high from a cold, bottomless pit of sadness just by being themselves. Good friends will never lie or hurt you. They don't keep anything from you. A good friend is someone you can rely on to be there for you whenever you are in trouble, whether it be with drugs addiction, school problems, and even family problems. Sometimes people need someone to talk to or vent their feelings to, and a friend who will just sit there and listen, knowing you're just going through something is the

right friend. They will support you wherever you go and whatever you do. They might not be with you while you're doing it but you know if something goes wrong you have someone to fall back on. Good friends are perfect for leaning your head on and crying if something goes wrong. They're also perfect for staying up late at night and talking and laughing. Friends share common interests and do things together. A good friend can keep the deepest, most personal secret about you or something you've done from anybody. They wouldn't even think or dream of telling a soul if it would risk their closeness with you. That's the type of person that you're in the mood for all the time. Being with them is basically putting yourself in the hands of fun. A good friend is something most people should have. To have someone in your life that respects you that much and will stick with you through anything to the bitter end is something worth striving to find. Everyone needs that special person to fall back on once in a while and if you don't have that person you're going to be very lonely. So that's what I believe a good friend is. All those qualities and more.

"J. jumps off the stairs and on to the wooden platform." He is so cool on that bike. I said to a group of people standing on the sidewalk J is my best friend and is a good friend.

We have been friends since sixth grade. After all what we went through we are still best friends and in the eighth grade. I think why we are still friends that we like the same music, food, cars, bikes. We aren't afraid to try something new.

He has a freestyle and I have a mountain bike. J prefers to do tricks with his bike and I like to ride trails.

J is about 5 feet and 4 inches tall. He is only 13 years old and I'm one year older than him. J lives with his mother in a dark part of town and I live in a sunny part of the city with both my parents.

We like to watch horror movies with more friends. But basically we just like to ride from dawn to dusk each day and we go to school and try to get good grades. When it rains out our moms make us clean our rooms.

I hope that me and J will be best friends till the end.

My best friend has many good qualities. He's loyal, he won't do anything special just to be cool. He's nice, he cares and won't laugh at your problems. He's cool, he is a fun person to hang around with. He's not lazy, he is definitely not afraid of a little hardwork.

He has also helped me plenty of times. Like when my parents were fighting he calmed me down. And when I had to clean my room he helped. Plus when I said I was gonna try out for cheering he encouraged me.

My friend looks Puerto Rican because he is. He is tall way taller than me. He is very dark complected. He is very strong second place arm-wrestler.

He is a very fun person because. He is into girls like I am. We both like playing games. Plus we both like soccer. That is the description of my best friend he is a good friend.



J is a good friend of mine. 1  
He is very funny. He likes to make  
faces and make funny jokes. He goes  
to my school, and he is very different  
than everyone else. He will be on the  
over roll. J is a very nice man.  
I knew him since 5<sup>th</sup> grade  
when I moved from Vinelhaven. We played  
basketball, and track with all kinds of  
kids, and I got to know every one  
because of J. That is why I  
like J for a friend.

The door opened in the quiet room, and everyone looked. Two people walked in, a man and a woman, with a small child behind them. Everyone in the room stared as if they were being hypnotized by some unknown force. The three moved up to the front of the room. That's when our instructor said, "Okay class, I would like you all to say hi to our new student!"

His name was S. \_\_\_\_\_, a kid from Florida who moved up to good old Memphis, Tennessee. He was in the middle of first grade when we left, and now he is in our class. "What do you think he's like?", people would whisper. No one knew though, for he was very shy and was having trouble making friends. And he stayed friendless for a few weeks, until my birthday came. When I made the invitations, I made one for him. I wanted to see what kind of person he was, and how he acted. My party was at Discovery Zone, and it was very fun. Everyone had arrived except one person, S. But he did make it after all, hour late but still made it.

After a while it was time for me to open my gifts. When that was over we ate pizza. While we were eating, my mom and S's \_\_\_\_\_ started talking and it turned out S. \_\_\_\_\_ and I lived on the same street, but he didn't ride the bus, so I never noticed.

I rode my bike down the long riding road, and I was getting nervous. Plenty of my friends had come to my house because I had a pool and we would have a party, but I had never been over to another friend's house before. All I could do was keep my fingers crossed as I closed in on his house.

I got to S's house and he and his brother were in the backyard playing football. S's jeans were stained by the grass, and his short brown hair was ruffled. Soon as he saw me he smiled and threw me the ball.

S and I then became great friends from there on out. We would have fun together, and get hurt together. I was never very daring, but he was. We went out to the woods once, and he shot a bee hive with a bi bi gun and can. We had lots of fun together, and were best friends until second grade...

When second grade came we were still great friends, until about half way into the year S was going to move back to Florida, and leave forever.

This made me extremely upset, but he wasn't leaving until the end of the year. We had our best fun that year, but then the day came when I had to say goodbye.

I decided not to tell him bye to his face, because I knew I would cry. All I did was watch him drive away, forever...



A good friend in my mind is trustworthy and loyal. Let me further explain. A good friend wouldn't desert you because he or she thinks you became unpopular.

You could tell them a personal or private secret and trust them not to tell anyone.

Good friends won't hurt in any sort of way, mentally or physically. They won't hit you seriously or say a lot of things to make you feel bad or down on yourself.

Someone who is a close friend won't be afraid to be seen with you. They should just want to be around you instead of being embarrassed to be seen with you.

If someone is a good friend they will stick up for you. Yet comfort you when you are sad.

A good friend won't make you do anything you don't want to do.

If someone is a real good friend they won't make fun of you.

all the time. Some times the will joke with you but they shouldn't make fun of you all the time. Then I wouldn't consider them a good friend.

Most of all if someone is going to be one of my good friends they have to be nice.

That's what I call a good friend!

### My Best Friend

2

My Best Friend is really nice. I can say a lot about him. He has an awesome Mom. She is really nice. We have been friends since second grade. He has bright blonde hair. He likes to spike his hair. He also has a really cool Brother and Sister. Me and him talk on the phone for hours at a time. We talk about girls and things that come up and sometimes boring stuff. He likes ~~to~~ to play Foot ball a lot. He likes to go roller blading. He has these really nice K2 Roller Blades. He also loves to snowboard. He is a really nice friend. ~~He~~ He is honest and he doesn't put other kids down or make them feel ~~bad~~ bad. He isn't selfish. He also has baby blue eyes that is my favorite color. He likes to hunt. We are a like. I think

We will be best friends for a long time. We like to fish. He likes to explore the woods. He likes to build forts. There isn't ~~anything~~ anything else that I can say about him. because I said it all.

1  
A good friend is some one who listens to you and is funny fun to be. Some you can talk to and talk about to other people, has things in common like sports and games. Some one who likes you and who would not call you names or make fun of you. Some one who is good to other people and stands up for you. This is what I think a good friend would be like.

Friend - a person whom one knows, likes, and trusts. Someone who is always there for you, no matter how hard times get, or how much trouble you might get into. A friend likes you for who you are, not for who you've been. They inspire you to do great things, achieve your dreams and shoot for the stars. You can trust them, confide in them, and cherish them because they are your friend, your confidant, whom you love like a sibling. This is my definition of a friend.

Was this always what I looked for in a friend? Of course not! Think back to kindergarden. As you look across the playground you notice a girl, about your size, who looks like they would be the kind of girl who would make a good "best friend". So you walk over there and ask, "Would you like to be my best friend?" The girl replies, "yes"; and from then on you two are "best friends". You're inseparable, attached at the hip, and everyone knows that you two are "best friends", and that they can still be your friend but not your "best friend". Those were the rules. By the end of the year the friendship ends. Why? Well, because it was just a kindergarden friendship. All you wanted was a playmate, someone to tell your secrets to, and just to call your "best friend".

In third grade, the aspect of friendship progressed, but not by too much. You looked for someone to share things with, like crushes, family



issues, and clothing. You would find other ways to show that that person was your "best friend". You could plan a day when you both dressed alike. Always have that person sleepover you house, and make a big deal out of it. Or even decide that there was only one person coming to your birthday this year, her. You sometimes even fought with other "best friend pairs" just to see who could get the other pair into trouble first. Third grade friendships often lasted two years, despite the fact that they were just below the surface of friendship.

In sixth grade, you looked for more things in a friend. You had to be able to trust them and confide in them, gossip with them and crush with them. You started to have a more open mind when choosing friends, maybe because you had been hurt in the past when you had not chosen correctly. Also, in sixth grade academics started to play a role in friendship too. If you were academically talented you wanted to select others who were talented; if you were not so academic you wanted to choose someone similar. What sports the person played, what kind of family the person came from, all were taken into play. Sixth grade friendships usually lasted a couple years also, so that you could have some support when you went to middle school.

Finally, eighth grade friendships. Probably the deepest friendship I have experienced so far. Everything you could ever desire in a friend. My best friend is someone who I trust, share everything with, and love like a sister. She plays the same sports as me, is at the same academic level, comes from a similar family and enjoys many of the same things I do. She likes me for who I am, forgives my mistakes and tries to help me make sure I don't make the same mistake twice. She's extremely supportive and together, I know we can handle anything. She was the one who once recited for me, when I was about to throw in the towel and give up, a very beautiful quote. Now "I will pass this quote on to you. Take it and pass it on to your best friend when he/she is feeling down. Shoot for the moon, even if you miss it, you will land among the stars."

## FILE C

### **English Language Arts: Reading Item Information and Scoring Guide Reference Sheet and Quantities of Items by Type..... C-2**

Item information and Scoring Guide Reference Sheet ..... C-3

Quantities of Items by Type..... C-4

### **Reading Selections and Items with Keys, Learning Results, Scoring Guides, Training Notes, and Student Responses ... C-5**

### **English Language Arts: Reading/Writing Response Item 33 Item Information and Scoring Guide Reference Sheet, Scoring Guides and Training Notes, and Student Responses..... C-70**

Item Information and Scoring Guide Reference Sheet ..... C-71

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Student Responses for Constructed-Response #33 for  
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Reading/Writing Response Item with Learning Results  
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Student Responses for Reading/Writing Response Item #33  
for Topic Idea Development for  
Score Points 6, 5, 4, 3, 2, and 1 ..... C-84

Student Responses for Reading/Writing Response Item #33  
for Standard English Conventions  
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Student Exemplar for Reading/Writing Response Item #33  
for Topic Idea Development for Score Point 6 and  
Standard English Conventions Score Point 4..... C-93

**English Language Arts: Reading  
Item Information and Scoring Guide  
Reference Sheet  
and Quantities of Items by Type**



# Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **SA#:** the short-answer item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Short-Answer Scoring Guide:** the two-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

## MAINE 2001–2002

### English Language Arts Grade 8

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all short-answer and constructed-response items follow.

#### QUANTITIES OF ITEMS BY TYPE

Selection Title	MC	SA	CR
“Go Fly A Kite”	8	1	2
“Graduation Morning”	4	1	1
“Niagara Falls”	4	1	1
“Uncle Joe”	8	1	1*

\* Reading/writing response item

**Reading Selections and Items with Keys,  
Learning Results, Scoring Guides,  
Training Notes, and Student Responses**

# Go Fly A Kite

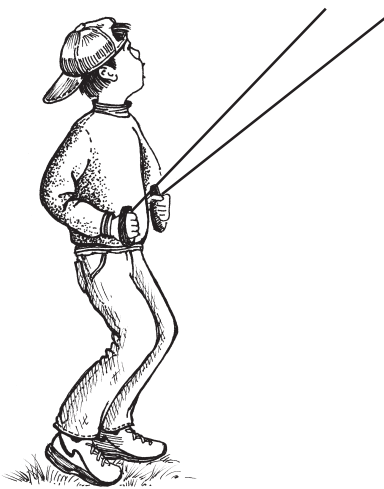
## TWO-FISTED ACTION MAKES STUNT FLIERS SOAR ABOVE THE REST.

John Morrison and Dustin Tackett can make kites race across the sky like birds. Their fliers can suddenly stop, flip, loop, swoop, dive and climb.

John and Dustin perform their tricks with stunt kites. Traditional kites have only one line, but stunt kites have two. That lets you actually steer the kite, not just fly it.

Some of the neatest stunts occur at kite ballet events. Competitors steer kites through amazing tricks and routines set to music.

John, 15, of Rohnert Park, Calif., and Dustin, 16, of Portland, Ore., are among America's best kite ballet competitors. They have been flying for more than five years.



They have crashed and they have soared. And lots of practice has made them top-notch fliers. Here are their tips to get you started:

### CHOOSE THE RIGHT KITE

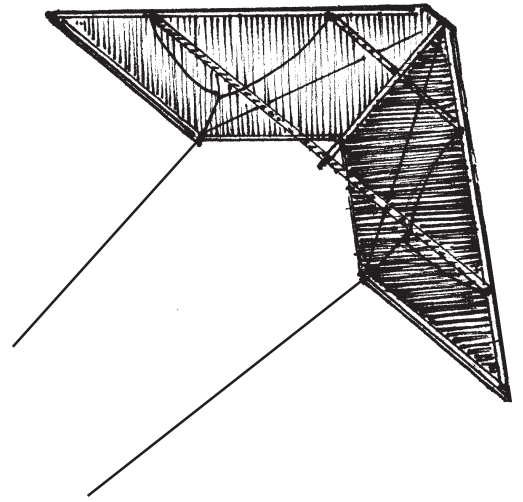
A good beginner kite is built strong to withstand frequent crashes. Look for a fiberglass frame and a delta or diamond shape, both of which are easy to fly. Expect to pay up to \$50. Be sure to read the specific directions that will come with your kite.

Expert kites fly faster but are more expensive and break more easily.

### WAIT FOR GOOD CONDITIONS

Fly in open areas when breezes are 5 to 10 miles per hour (leaves will start rustling if the wind is right). Stronger or calmer winds make kites uncontrollable.

Because kites attract lightning, never fly when thunderstorms approach. Stand far from hills and buildings because they cause air turbulence that makes flying difficult. Avoid power lines, trees and roads.



### PREPARING FOR LAUNCH

Keep your back to the wind. Have a friend hold the kite with the top pointing up. Lay out 100 to 120 feet of the lines—make sure they are uncrossed and even. Then tighten them. Hold your arms in front of you, with elbows bent and hands between your waist and shoulders. Keep hands even.

### TIME FOR LIFT-OFF

Signal your friend to release the kite, then take one or two steps back and jerk your hands as though nudging someone with your elbow. The kite should rise. Return your

hands to the starting position. There is no need to walk backward.

#### **MAKE THE KITE MOVE**

“Flying a kite is like riding a bike,” Dustin says. Each uses the same hand movements. Imagine holding your bike’s handlebars when you grasp the kite handles.

To make the kite hover, hold your hands even. To make it turn right, pull the right line toward you and push the left line away. Do the opposite to turn left. Pull and push for only a second or two before you

hold your hands even. Doing it longer will cause constant loops—just as staying in a turning position on the handlebars makes bikes continue circling.

#### **AVOID BEGINNER MISTAKES**

Beginners often lose control by dropping their arms, lifting their hands overhead or forgetting to stop pulling lines.

“Loosen up,” Dustin says. “If you’re too tense, you’re not going to control the kite.”

#### **DON’T WORRY ABOUT CRASHING**

Landing is difficult. Your first attempts will be crashes. Don’t worry. With practice, it will get easier.

To learn more about stunt kites, contact the American Kitefliers Association (352 Hungerford Drive, Rockville, Maryland 20850-4117). The AKA offers several publications for beginning kite fliers.

—Joe Bower

1. In the first heading of the article, what does “two-fisted action” refer to?
  - A. Flying a stunt kite is twice as much fun as flying a regular kite.
  - B. Two hands are required to control the two lines of a stunt kite.
  - C. John Morrison and Dustin Tackett are two famous stunt kite flyers.
  - D. Stunt kites are so large that it takes two people to control one kite.

**MC#: 1**

**Key: B**

**Learning Results: C-1**

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

2. The author's opinion of John Morrison and Dustin Tackett is that they are
- A. so good they never make a mistake.
  - B. showoffs in competitions.
  - C. a good team.
  - D. skillful kite flyers.

**MC#: 2**

**Key: D**

**Learning Results: D-3**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 identify both the author's purpose and the author's point of view when reading expository information.

3. According to John and Dustin, your choice of a kite should be based **mostly** on its
- A. cost.
  - B. design.
  - C. size.
  - D. directions.

**MC#: 3**

**Key: B**

**Learning Results: D-8**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.



4. According to the article, when flying a stunt kite, a big concern is
- A. launching it.
  - B. repairing it.
  - C. wind conditions.
  - D. air temperature.

**MC#: 4**

**Key: C**

**Learning Results: D-5**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 produce and support generalizations acquired from informational text.

5. According to the article, which condition would cause the **most** problems when flying a kite?
- A. too little or too much wind
  - B. a hot, humid day
  - C. a remote, open field
  - D. too little or too much rain

**MC#: 5**

**Key: A**

**Learning Results: D-5**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 produce and support generalizations acquired from informational text.

6. Flying a stunt kite is **most** like riding a bicycle because of the
- A. steering techniques.
  - B. balancing techniques.
  - C. practice needed.
  - D. strength needed.

**MC#: 6**

**Key: A**

**Learning Results: D-6**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 6 describe new knowledge presented in informational texts and how it can be used.

7. In paragraph 13, the author writes, "To make the kite hover, hold your hands even." What happens to a kite when it **hovers**?
- A. It crashes to the ground.
  - B. It goes higher in the sky.
  - C. It leaps from place to place.
  - D. It stays motionless in the air.

**MC#: 7**

**Key: D**

**Learning Results: C-1**

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

8. The author's **main** purpose in writing this article is to
- A. instruct.
  - B. entertain.
  - C. criticize.
  - D. persuade.

**MC#: 8**

**Key: A**

**Learning Results: A-6**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 6 identify accurately both the author's purpose and the author's point of view.

9. What **two** jobs does an assistant do to help launch a kite?

**SA#: 9**

**Learning Results: D-8**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

**GO FLY A KITE**  
**SHORT-ANSWER SCORING GUIDE**

Score	Description
2	Response correctly tells the two jobs an assistant does to help launch a kite (e.g., holds up the kite, releases the kite).
1	Response correctly tells one of the jobs a kite assistant does. OR Response is incomplete or contains errors.
0	Response is totally incorrect or irrelevant.
Blank	No response.

**Student Responses for Short-Answer #9 for Score Points 2 and 1.**

9. 2

They hold the kite with the top pointing up and they release the kite for you.

9.

2

Your assistant's two jobs will be holding the kite with the top pointing up, and when signaled let go of it.

9.

1

They will hold the kite so the nose of it is pointed up.

9.

1

The two jobs that the assistant does is make sure the lines are not tangled and have them hold the kite with the top pointing up.

10. Suppose that you are going to make a poster on important facts about stunt kite flying for the fifth-grade students in your community. Using the tips in this article, make a list of the **five** things that you think are most important for beginning stunt kite flyers. Explain why you chose these points to put on your poster. Use information from the article to support your answer.

**CR#:10**

**Learning Results: D-8**

Process of Reading

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

**GO FLY A KITE**  
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student chooses five important points for beginning stunt kite flyers. Student refers to the article to support his/her clear explanation about why he/she chose each point to put on a poster for beginning kite flyers. Answer uses relevant information from the article as support.
3	Student chooses five important points for beginning stunt kite flyers, but explanation about why he/she chose these points to put on a poster lacks some clarity and support from article, or student only clearly explains four points.
2	Student chooses three to five points for beginning stunt kite flyers and provides a reasonable explanation and support from the article for three points. OR Student chooses three to five facts for beginning stunt kite flyers and provides a minimal or simplistic explanation that may contain some inaccuracies. Answer uses weak information from the article as support.
1	Student simply lists up to five things with no explanation or provides a vague explanation for only one or two points.
0	Response is totally incorrect or irrelevant.
Blank	No response.



## Training Notes for Constructed-Response #10

### Some tips that are most important for beginning kite flyers:

#### *Learn about kites*

- Choose the right kite (expect to pay up to \$50).
- Read the directions that come with the kite.

#### *Prepare for launching*

- Have a friend help you launch.
- Lay out 100 to 120 feet of the lines before launching.
- Make sure the lines are uncrossed before launching.
- Keep your hands even while launching.

#### *Learn about winds*

- Wait for winds to be between 5 and 10 mph.
- Keep your back to the wind.

#### *Learn while flying*

- Use the same movements to control the kite that you use to control a bike.
- Stay relaxed.
- Practice to improve your skills.
- Avoid power lines, trees, and roads; stand far from hills and buildings.

10.

4

The first thing I'll put on the poster is "Choose a kite that has a fiberglass frame in a delta or diamond shape. Be prepared to pay a good amount of money." I'll put this so the fifth graders will buy the right kind of kite, so it doesn't break when they're flying it. "Be aware of weather. Never fly in storms or when winds are stronger than 5-10 mph". I'll put this on my poster, because didn't know about the 5-10 mph part, and I don't want people to get hurt flying their kite. "You can steer a kite, almost the same as you steer your bike", is on my poster, because the fifth graders will have an idea on how to steer, so it doesn't go in constant loops. "Loosen up, but don't drop your arms," will go on the poster, because beginners make mistakes, and if you're tense you can't control the kite! "To learn more contact American Kitefliers Association (352 Hungerford Drive, Rockville, Maryland 20850-4117)" - I put this on last, so if the reader had any questions I didn't answer, they can contact the address

On my list, I would put down the following 5 things:

- a) Look for a kite with a fiberglass frame and a delta or diamond shaped kite, because they are easier to fly and withstand more crashes.
- b) Wait for good wind conditions, such as when breezes are 10 to 15 mph. If there is a stronger or calmer wind, the kite will be very hard to steer and uncontrollable.
- c) For launching and lift off, have a friend hold the kite pointing upwards to release it. Otherwise, it will be very difficult to launch on your own.
- d) Stay loose - It's just like steering a bike. If you're tense, the kite will be hard to control. Always stay alert, though.
- e) Don't worry about your kite crashing. Landing is extremely difficult, so crashing is very normal. Keep working at it, and you will no longer crash.

10.

3

- A Choosing the right, I choose this one because the Students have to choose the right kite to get some experience.
- B. Wait For Good conditions, I choose this because you have to have the right conditions for the best results.
- C Preparing For Launch, I choose this because they have to know how to get for take-off.
- D Making The Kite Move, I choose this because it is very easy to learn this because it steers like a bike.
- E Avoid Beginner Mistakes, I choose this because so they don't make so many mistake they have to get another kite.

10.

3

1. Practice. So you will know what will happen and you can try new things like flips and loops
2. Find a windy place so you can fly it high, but be sure not to fly it when the wind brings up other things like trash.
3. Always have an assistant. They can hold and push the kite into the air
4. make sure you have everything in place or the kite won't fly good
5. Have a back up kite just in case the other one breaks you don't want to leave right when you get there

10. If I had to make a poster <sup>year</sup> I would show <sup>is</sup> how to choose a kite, wait for good conditions. Also preparing for launch, and make the kite move, and lift-off. The reason I choose these to show on my poster is because these are the most important things to know. If I showed on my post avoid beginner mistakes and won't worry about crashing. The 5<sup>th</sup> grader won't learn much about flying the kite. If they don't now that information <sup>of doing the sport</sup> what's the sense? So that's why I choose <sup>those to show</sup> them because that's the information the beginner needs. 2

10. 2
1. A kite that has a fiberglass frame, and a certain shape so it glides faster and is lightweight.
  2. you need a friend, to help you get the kite up.
  3. Don't drop your arms, you lose control.
  4. Forgetting to stop pulling lines, make the kite fall.
  5. wait until it is fairly windy outside, or the kite won't get up.

10.

1

One is you need a lot of parties flying a stunt kite, you need to buy a good strage kite, an other is you need 5 to 10 mile per hour wild, you can't fly near a hill, trees, or power lines. I chose these five things because they are import.

10.

1

Landing, flying, takeoff, Moving, and Weather. Because all these things will help you win if you go into a competition against someone or other people.

11. A friend of John Morrison and Dustin Tackett wants to learn how to perform tricks with a stunt kite.

a. Tell **three** things that John and Dustin could teach their friend to do to help him learn how to do tricks with a stunt kite.

b. Tell **three** things that John and Dustin could tell their friend **not** to do when learning how to do the tricks.

Explain your answer, using specific information from the article.

**CR#: 11**

**Learning Results: A-7**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 7 summarize whole texts by selecting and summarizing important and representative passages.

**GO FLY A KITE**  
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response gives three logical things that John and Dustin could teach their friend to do to help him learn how to do tricks with a stunt kite <b>and</b> three logical things that John and Dustin could teach their friend not to do when learning how to do the tricks. Student's explanation is clear and uses specific information from the article to support his/her advice.
3	Response gives a total of five logical things—either two or three that will help John and Dustin's friend learn how to do stunt kite tricks and two or three that John and Dustin's friend should not do, with an appropriate explanation and support from the article.
2	Response gives a total of three to five logical things that will help John and Dustin's friend learn what he should and should not do; explanation and/or support from the article is limited.
1	Response provides a vague/minimal explanation about how to perform tricks with a stunt kite.
0	Response is totally incorrect or irrelevant.
Blank	No response.

## Training Notes for Constructed-Response #11

Some things that will help your friend learn how to do tricks with a stunt kite:

- Learn how to hold the two lines of a kite. You use the same hand movements as a person uses when holding the handlebars of a bicycle.
- To make the kite stay in one place, hold your hands even.
- To make the kite turn right, pull the right line toward you and push the left line away.
- To make the kite turn left, pull the left line toward you and push the right line away.
- Learn how to relax or you won't be able to control the kite.
- Practice and you will improve.

Some things your friend should **not** do when learning how to do the tricks:

- Don't drop your arms.
- Don't lift your hands overhead.
- Don't keep on pulling on the lines or you will lose control of the kite.
- Don't worry about crashing.
- When turning a kite left or right, don't push and pull for more than a few seconds or the kite will constantly loop.



11.

4

a. The first step to good stunt flying is to stay loose. If you are tense or nervous you won't be able to control the kite. The second step is to pretend you are holding the handle bars of a bicycle, and pretend the kite handles are bike handles. Grasp them firmly. The third and final step is to steer. To make the kite turn right pull with the right hand and push with the left hand. To steer left do the opposite.

b. While you are steering the kite left and right don't push and pull for more than 2 seconds or you will cause it to do loops constantly. While you are lifting off don't take a few steps backwards to make the kite fly higher. Finally, don't drop your arms or lift your hands over your head because then you will lose control of the kite. I chose these 6 tips because they are the baby steps of flying stunt kites.

3 things that John and Dustin should teach their friend is to imagine holding your bikes handlebars when you hold the kites handle because it is similar if you pull with your right hand it will go to your right and vice versa. Another thing is to loosen up because if you don't you won't be able to control your <sup>kite</sup>. Also to make the kite never hold your hands even.

3 things that they should tell their friend not to do is to not pull and push on the handles for too long or it will cause constant lops. You should not drop your arms, lift your hands overhead or forget to stop pulling on the strings because you'll lose control of the kite. Also don't worry about crashing because it is normal for beginners to crash.

11.

3

Three things that you can do to help you learn to fly kites are mainly try to loosen up. Think of it as your riding a bike. As in the steering is almost the same. Another thing is to make the kite hover hold your hands even. For a right turn pull the right line towards you and push the left line away. Its the opposite for a left turn. There are also many things not to do when flying your kite. Try not to be very tense or you won't control the kite very effectively. Don't get upset when you crash on a landing. The first few times you probably are going to crash. You should never fly in lightning for obvious reasons. Try to avoid flying on hills because they cause are turbulence that make flying difficult. If you follow all these rules than you will probably be a pretty successful stunt kite flyer.

11.

3

1. to make the kite hover, hold your hands even.

2. to make it turn right, push the right line toward you, and the left line away from you.

3. pull or push for only a second or two, doing it longer will cause constant loops.

These are the things not to do while flying a kite:

1. don't pull or push for more than 2 seconds because it will cause the kite to do constant loops.

2. Do not tell them to worry about crashing as a beginner because they will become frustrated. 3. don't become tense, because you won't be able to control the kite.

11.

2

If you want to make the kite hover, then you have to keep your hands still and even. If you want it to go right, you pull the right line to you and push the left line away. Or if you want to go left, you do the opposite of the right turn. And three things that you don't do are don't lift your hands overhand, remember to stop pulling lines and don't be tense when flying.

11.

2

Three things that Dustin and John could teach their friend to do are to learn how to master basic kite flying first. Then they could teach him how to hold the rope or ropes, how to do the stunts and where to do it. They should explain everything first.

Three things Dustin and John could tell their friend not to do is to be tense. If you're tense, you won't be able to control the kite let alone do stunts. He should never drop his arms since that would destroy the balance. The third thing they could tell him is never lift his arms or hands overhead since that would also result in unbalanced form or mistakes.

11.

1

A) 1 They could teach a friend how to get the kite in the air. 2 They could teach him what kind of kite he would want to buy. 3 They could teach him how to keep the kite steady.

B) 1 Their friend should not not read the directions. 2 Their friend should not fly his kite near power lines. 3 Their friend should not fly the kite when it is too windy.

11.

1

a. Good weather and two handed control.  
2 How to steer it.  
3. The type of kite

b.

1. fly in bad weather  
2. Don't hold onto the kite right  
3. And by a easily damaged kite

# GRADUATION MORNING

*by Pat Mora*

*for Anthony*

She called him *Lucero*<sup>1</sup>, morning star,  
snared him with sweet coffee, pennies,  
Mexican milk candy, brown bony hugs.

Through the years she'd cross the Rio  
5 Grande to clean his mother's home. "*Lucero,*  
*mi*<sup>2</sup> *lucero*," she'd cry, when she'd see him  
running toward her in the morning,  
when she pulled stubborn cactus thorns  
from his small hands, when she found him  
10 hiding in the creosote.<sup>3</sup>

Though she's small and thin,  
black sweater, black scarf,  
the boy in the white graduation robe  
easily finds her at the back of the cathedral,  
15 finds her amid the swirl of sparkling clothes,  
finds her eyes.

Tears slide down her wrinkled cheeks.  
Her eyes, *luceros*, stroke his face.

1. *lucero* (lōō sé rō): Spanish [for morning star].

2. *mi* (mē) *Spanish*: my.

3. *creosote* (kre' ə sōt'): short for *creosote bush*, a bush found in the Southwest.

12. In the first stanza, what does the poet mean by writing the woman “snared” the boy?
- A. She held him tightly in her arms.
  - B. She gave him sparkling clothes.
  - C. She made him love her.
  - D. She asked him to behave.

**MC#: 12**

**Key: C**

**Learning Results: C-1**

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

13. In the second stanza, the **main** reason for including the cactus thorns incident is to show how the
- A. thorns were difficult to remove.
  - B. setting influenced the characters.
  - C. woman cared for the boy.
  - D. boy constantly needed help.

**MC#: 13**

**Key: C**

**Learning Results: B-8**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.



14. The **most likely** reason the boy easily finds the woman in the audience is because she is
- A. small and thin.
  - B. seated at the back of the cathedral.
  - C. dressed in black.
  - D. so familiar and cherished.

**MC#: 14**

**Key: D**

**Learning Results: B-8**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

15. Why did the woman cry during the boy's graduation?

- A. She was happy and proud.
- B. She was stuck by a cactus thorn.
- C. She was old and did not have long to live.
- D. She was afraid he would forget her.

**MC#: 15**

**Key: A**

**Learning Results: B-8**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

16. What are **two** different ways the poet uses the Spanish word “*lucero*” in this poem?

**SA#: 16**

**Learning Results: C-1**

Language and Images

C Students will demonstrate an understanding of how words and images communicate. Students will be able to

1 form conclusions regarding formal, informal, and other varieties of language use, based upon experience.

**GRADUATION MORNING**  
**SHORT-ANSWER SCORING GUIDE**

<b>Score</b>	<b>Description</b>
2	Response correctly identifies the two different ways the poet uses the Spanish word “ <i>lucero</i> .”
1	Response correctly identifies one of the meanings of the word “ <i>lucero</i> .” OR Response is incomplete or contains errors.
0	Response is totally incorrect or irrelevant.
Blank	No response.

**Training Notes for Short-Answer #16**

“*Lucero*”—as the woman’s name for the boy, suggesting her feelings that he is beautiful and precious like a morning star.

“*Luceros*”—to describe the eyes of the woman, like stars shining with love and tears as she watches the boy graduate

16.

2

The way the poet use lucero is one that is what the woman called the boy and second to describe the woman's eyes.

16.

2

He used the word as it's literal meaning for the boy's nickname, and then he referred the woman's eyes as luceros, morning stars.

16.

1

The poet uses lucero as the boy's name, and as a description.

16.

1

1. It uses it like his name and when he rushes towards her in the morning cause lucero means morning star.

17. What makes this graduation morning **both** happy and sad? Explain your answer, using specific examples from the poem.

**CR#: 17**

**Learning Results: B-7**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).

**GRADUATION MORNING**  
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response insightfully explains/interprets what makes this graduation morning both happy and sad and gives plausible reasons for both feelings. Response uses relevant specific examples from the poem as support.
3	Response adequately explains/interprets what makes this graduation morning both happy and sad, but reasons for these two feelings are not fully developed or response lacks some specific examples from the poem as support.
2	Response partially explains what makes this graduation morning both happy and sad and gives partial or no reasons for these two different feelings. Response may not be connected to the poem, and it may contain misinterpretations. OR Response adequately explains what makes this graduation morning either happy or sad and gives adequate reasons and support for one of these feelings.
1	Response is weak/vague and demonstrates a minimal understanding of the question/poem.
0	Response is totally incorrect or irrelevant.
Blank	No response.

## Training Notes for Constructed-Response #17

Some of the reasons why graduation morning is both happy and sad:

*Happy:* The housekeeper is happy with her memories of the boy. She cared for him while he was growing up, and she dearly loves him. She's happy to see him graduate.

*Sad:* The housekeeper is sad because she realizes that the boy she loves has grown up. She knows she will not see him as much anymore.

### Student Responses for Constructed-Response #17 for Score Points 4, 3, 2, and 1

17. The graduation morning is happy and sad because she was very proud of him and she was sad he was leaving. Through out the years he has been there, she has crossed the Rio Grande to clean his mother's home. She would pull stubborn cactus thorns out of his hand when she saw him hiding in the creosote. She loved him and now he was all grown-up and she was going to miss him after he went away. She had always kind of took care of him and she loved him and had made him love her. She was also proud when he could pick her out of the rest of the crowd when they were in the cathedral when she blended in with everyone else, he caught her eye. 4

17. The graduation was both happy and sad because the two loved each other and she had cared for him while he was little and now he was grown up and she was there at his graduation happy for him and his accomplishments but also sad because she wouldn't see him as much anymore.

Also the poem suggested she was much older by the lines, "she was small and thin." And "tears slid down her wrinkled cheeks." The poem was sad at the graduation because of this line, "black sweater, black scarf," that brings a gloomy picture.

The last five lines were happier though as he finds her amid the sparkling clothes and meets her eyes. The last line was especially touching. "Her eyes, luceros, stroke his face," I think this means that her eyes are familiar and beautiful. These loving eyes looking upon him comforts him or strokes his face.

17.

3

On the graduation day, it is a sad time because he is probably going to leave her to go off and begin his life with college or a job. However, it is a happy time because it's celebrating the boy getting through high school. It also is happy because the woman is so proud of the boy because she loves him. This can be seen in the part of the poem that says, "Tears slide down her wrinkled cheeks. Her eyes, luceros, stroke his face." By knowing the woman is crying, you can see that it's a very emotional time that's both happy and sad.

17.

3

This graduation morning is happy because the woman is proud of the boy. Also the love they have for each other is very visible. The way they find each other in a crowd and the tears of joy the woman sheds because she is so proud. This graduation morning is also sad for the woman is old and frail. Her cheeks are wrinkled and her body thin, signs that she may not be around much longer.



17.

2

The graduation morning is happy, because the boy is graduating, and is growing up. It was sad, because she was thin, and wrinkled, and was getting old. She seemed to be afraid she was going to die, and the boy would forget about her, but sometimes she needed him. It was also nice, when she was there to help him, when he needed help.

17.

2

In the poem it makes the woman happy that the boy is graduating, but in a way it makes her sad because it means he will probably leave the place he lives in. It also was sad because she would not see him when cleaning his mother's house.

17.

1

They find the graduation happy beacuse the boy is graduating from School and they are sad because they boy is getting older.

17.

1

The woman is proud that he is graduating but sad too because he will go away.

# Niagara Falls

*The seething spectacle of Niagara—really two falls in one—has few rivals for its dual traits of beauty and sheer overwhelming power.*

The Niagara River is not very long. From its source, the outlet of Lake Erie, to its end in Lake Ontario, it flows a total distance of only about 35 miles (55 kilometers). Yet its name is known far and wide. About halfway along its short northward course the river, which carries the overflow of four of the five Great Lakes, plunges over a precipice in the paired cascades of Niagara Falls.

A thunderous, unending roar greets visitors long before the falls come into view. But nothing can quite prepare them for the sight of the two seething sheets of water hurtling into the gorge on either side of Goat Island. To the north of the island is the long, nearly straight line of the American Falls, spanning a distance of about 1,060 feet (325 meters). To the south and west, on the Canadian side of the river, is the gracefully curving arc of Horseshoe Falls, with the length of its crest measuring slightly more than 2,200 feet (670 meters). Both cascades drop a total of 180 feet (55 meters).

Although the falls may seem both very old and quite unchanging, they actually are neither. Niagara Falls came into being only as the Ice Age drew to a close some 10,000 years ago. As the enormous ice cap that had covered much of northern North America wasted away, the Great Lakes gradually assumed their present form and drainage pattern. The lakes once emptied into the Mississippi River. But as the ice receded to the north, they eventually found their present outlet to the sea by way of Lake Ontario and the St. Lawrence River.

Besides being the easternmost of the Great Lakes, Ontario is also the closest to sea level. About 7 miles (11 kilometers) north of Niagara Falls, the surface of the land drops abruptly in a steep escarpment. And

originally it was there that the Niagara River made its breathtaking plunge en route to Lake Ontario.

But the falls did not remain at the edge of the cliff for long. The escarpment is capped by a thick, nearly horizontal layer of extremely hard dolomite (a type of limestone). Beneath the dolomite are layers of shale, sandstone, and other much more easily eroded rocks. As water poured over the precipice, churning up fallen rocks in the riverbed below, the softer underlying layers were worn away, leaving an overhanging cornice of dolomite. But eventually tensions in the dolomite became so great that huge blocks of it came crashing down.

Century by century, as undercutting of the dolomite continued, the falls receded upstream, leaving the deep Niagara Gorge in their wake. It is believed that they reached more or less their present location about 600 years ago, when the obstruction of Goat Island divided them into two separate cataracts.

## The Birth and Death of Niagara Falls

Niagara Falls began to form at the end of the Ice Age about 10,000 years ago. Carrying the overflow from Lake Erie, the Niagara River spilled over the edge of a high escarpment en route to Lake Ontario and the sea. Almost immediately the huge volume of water flowing over the cliff began to erode a gorge by undermining the rock layers that make up the escarpment. Although the rate of erosion undoubtedly varied over the centuries, the falls receded upstream at an average rate of about 3 feet (0.9 meter) per year. Today the falls are located 7 miles (11 kilometers) upstream from their original site at the edge of the escarpment. Divided by an island into two separate cascades, the falls most certainly will continue to extend their long gorge upstream. Eventually they will reach Lake Erie and disappear entirely. Only furious rapids will remain in the river's rubble-filled gorge. But the disappearance of the falls is not likely to occur soon. Geologists estimate that at least 25,000 years will pass before the Niagara River extends its gorge all the way to Lake Erie.

18. In this article, the author writes about Niagara Falls as
- A. a tourist destination.
  - B. a geological wonder.
  - C. a historical site.
  - D. an endangered habitat.

**MC#: 18**

**Key: B**

**Learning Results: A-6**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 6 identify accurately both the author's purpose and the author's point of view.

19. The estimate of 25,000 years until Niagara Falls vanishes is based on which of the following?
- A. the size and length of Goat Island between the falls
  - B. the estimated rate of erosion over the past 10,000 years
  - C. the estimated rate of erosion over the past 600 years
  - D. the change in the volume of water in Lake Ontario

**MC#: 19**

**Key: B**

**Learning Results: D-5**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 5 produce and support generalizations acquired from informational text.

20. The purpose of the boxed text in this article is to

- A. explain how the falls were created and why they will someday disappear.
- B. describe how the falls change size as the river changes.
- C. describe the upstream erosion of the river bottom.
- D. explain why the falls are so large and impressive.

**MC#:** 20

**Key:** A

**Learning Results:** D-3

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 identify both the author's purpose and the author's point of view when reading expository information.

21. Which question cannot be answered by reading this article?

- A. How many feet long is Niagara Falls?
- B. What is the source of Niagara Falls?
- C. When did Niagara Falls begin to form?
- D. How did Niagara Falls get its name?

**MC#:** 21

**Key:** D

**Learning Results:** D-8

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

22. The author calls Niagara Falls “two falls in one” in the introductory sentence before the text. What does this mean?

**SA#: 22**

**Learning Results: D-8**

Informational Texts

D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to

8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

**NIAGARA FALLS**  
**SHORT-ANSWER SCORING GUIDE**

<b>Score</b>	<b>Description</b>
2	Response correctly states why the author calls Niagara Falls “two falls in one.”
1	Response gives a partial answer to the question. OR Response is incomplete or contains errors.
0	Response is totally incorrect or irrelevant.
Blank	No response.

**Training Notes for Short-Answer #22**

**Correct answer:**

Niagara Falls is separated into two cascades by Goat Island—one is called the American Falls and the other is called Horseshoe Falls.



22.

2

Niagara has split into two different falls called the Horseshoe Falls and the American Falls. They were split by Goat Island.

22.

2

Niagra Falls is actually 2 falls on either side of Goat Island, Horseshoe Falls and American Falls.

22.

1

The island divides Niagara Falls so on both sides there is a waterfall. Two waterfalls under the same name.

22.

1

They call the site Niagara Falls but there are actually 2 falls.

23. Compare and contrast Horseshoe Falls and the American Falls.
- Tell **two** ways they are similar.
  - Tell **two** ways they are different.
- Support your answer with evidence from the text.

**CR#: 23**

**Learning Results: D-8**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 8 use the various parts of a text (index, table of contents, glossary) to locate specific information.

**NIAGARA FALLS**  
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response thoroughly addresses both parts of the question, telling at least two ways the falls are similar and two ways they are different. Student uses relevant, specific details from the text to support both aspects of the comparison.
3	Response tells one or two ways the falls are similar and two ways they are different, but answer lacks some support from the text. OR Response tells two ways the falls are similar and one or two ways they are different, but answer lacks some support from the text.
2	Response addresses one or both parts of the question with or without support.
1	Response restates some facts without making a comparison between the two falls or gives a vague statement about Niagara Falls.
0	Response is totally incorrect or irrelevant.
Blank	No response.

## Training Notes for Constructed-Response #23

### *Same:*

Both are falls on the Niagara River, at nearly the same location.

Both drop 180 feet.

### *Different:*

The American Falls is in the United States, Horseshoe Falls is in Canada.

The American Falls is in a long, nearly straight line; Horseshoe Falls curves.

Horseshoe Falls is twice as wide (2200 feet) as American Falls (1060 feet).

## Student Responses for Constructed-Response #23 for Score Points 4, 3, 2, and 1

23. Horseshoe falls and the American falls are similar in the sense that they both drop a total of 180 feet, and they both fall into the gorges on either side of Goat island. They are different in the sense that Horseshoe falls is on the South and west, on the Canadian side of the river. While American Falls is to the North. Another thing about the two falls that sets them apart is the fact that American falls have a long nearly straight line of cascading water while, Horseshoe falls have a gracefully curving arc.
- 4

23.

4

Horseshoe Falls and American Falls are similar because: Both cascades drop a total of 180 feet. They both hurtle into the gorge on either side of Goat Island.

3 ways in which they are different are: American Falls is 1,060 feet wide and Horseshoe falls is 2,200 feet wide. Horseshoe Falls is a curving arc and American Falls is a straight line.

23.

3

The two waterfalls have a lot in common and a lot of differences too. The American side of the water fall is just a straight line of water falls. The Canadian side is a curved horseshoe like shaped water fall. The Canadian (horseshoe falls) side is a little bit wider with a span of 2,200 ft. The American side has a span of about 1,060 feet. They do have a few things in common. They are both gigantic waterfalls and located in the same place. Also the two waterfalls drop 180 feet.

23.

3

- a. They both have cascades drop a total of 180 feet and they're both very old and unchanging.
- b. American Falls only spans a distance of 1060 feet while Horseshoe Falls is 2200 feet and American Falls is north of Goat Island while Horseshoe Falls is south of Goat Island.

23.

2

Horseshoe Falls and American Falls drop 180 ft. They both are receding. Horseshoe Falls has a crest more than 2200 feet. American Falls crest is 1060 feet.

23.

2

They are different because the Horseshoe Falls is larger than American Fall. But both are just a popular. Both drop at a total of 180 feet. American Falls is on the north and Horseshoe Falls is to the south west.

23.

1

A - There Both water Falls and they both  
Drop over thousand feet.

B One is longer then the other and  
one has more water going down  
it,

23.

1

They are bolth water falls.  
They bolth consist of water.

They are diferent widths.  
Ningra Falls has two Falls.



# UNCLE JOE



- 1 Ellie's Uncle Joe was a tall young man with blond hair and blue eyes. He was the one who told Ellie her parents found her under a big rock in the hog lot.

Ellie thought the world of her Uncle Joe.

When he graduated from Monroe County High School the spring before, Joe had joined the Air Force. He left home, promising Ellie and her sisters he would send them things from far-off countries. After he had been gone a while, he sent them a picture of himself wearing a jacket with a little fur collar and a cap with funny fur earflaps. Ellie got permission to borrow it for a day and she took it to school with her to brag.

- 4 Ellie sometimes liked to call Joe her big brother. But never aloud.

It was when she was walking home from the grocery with her sisters one afternoon in July that Ellie had seen both Okey and her mother sitting on the front steps together. And talking. With each other. Okey wasn't drinking and her mother wasn't crying. They were just talking together like normal people and it had made Ellie positive something was really wrong.

- 6 "What's wrong?" she yelled at them before she even came in the yard. They just looked back at her and the other girls and waited for them to get to the house.

"Well?" Ellie asked when they'd reached it.

Okey had looked at her with his head cocked to one side. "Well, Miss Smarty, what makes you figure there's something wrong?"

"You just look it, that's all," she had answered.

"Well, fact is," said Okey, gazing directly at her as the other girls climbed on up the steps, "they're shipping your Uncle Joe into a pretty bad place."

"Bad?" echoed Ellie.

"Where there's a war going on."

"War?"

"Girl, would you stop repeating me? You heard me."

Martha asked if Joe would likely get killed.

"Killed?" Ellie had nearly shouted. Everyone looked at her in disgust. She just couldn't talk in sentences.

“You mean, they’re shooting at *our* soldiers there? Like a real war?”  
There. That had made sense.

Okey looked out past Ellie and all of them.

19 “I don’t know what a real war is,” he had answered.

They had to wait a long time for letters from Joe after he went to the war. Sometimes he’d send them a picture. He had grown a beard. And in one picture, he was holding a board on which sat a live (so he said) scorpion.

Ellie would lie awake at night and be afraid for him. She’d beg God not to let him be shot. Or if he had to get shot, then to let the bullet hit his arm or his foot.

At school in the fall she had told her friends about her uncle who’d gone to war.

One boy told her what his father said about the war. He told her his father said it was stupid. That soldiers were dying for nothing. That it wasn’t even a real war. The boy told Ellie that it must mean her uncle was not a real soldier.

Ellie shoved him hard into the wall. And she called him one of Okey’s best cuss words. The boy was so surprised he didn’t even fight back—just stared at her with his mouth hanging open.

It seemed, after that, the time would never pass quickly enough until Joe came home. Ellie missed him, but more than that, she wanted him to tell her that he had been a real soldier.

And finally, one afternoon in December when they were nearly snowed in, Joe walked in on them all. He had on his blue uniform and his beard was gone. He seemed a foot taller. And to Ellie, he seemed as old as Okey.

In the night he made fudge in the skillet the way he used to and poured it into a buttered plate to cool. They all sat around the kitchen table, talking. Okey would not talk of the war. Joe would not talk of the war. So no one did.

28 But before she could sleep, Ellie had to ask him. He was sitting alone in the living room, watching the late news after everyone had gone to bed. All the lamps were off and only the television lit the room, making it blink black and white like the set.



Ellie tiptoed to the doorway. Joe sat on the couch, his long legs sprawled in front of him, and listened to the latest report of soldiers dead. The walls blinked and his face, too, went black, white, black, white, as the pictures crossed the television screen.

Ellie watched him. He looked older than Okey. Old as her grandfather. And when news of the war had finished, he wiped a hand across his eyes.

Ellie silently called the boy at school the strongest cuss word she knew, turned back to her room and fell asleep, tears in her eyes for her Uncle Joe and all the real soldiers.

24. The theme of “Uncle Joe” is the

- A. horror of war.
- B. joy of homecoming.
- C. travels of soldiers.
- D. loss of friendship.

**MC#:** 24

**Key:** A

**Learning Results:** B-13

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 13 demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.

25. In paragraph 1, what does the author **most likely** want the reader to learn about Uncle Joe?
- A. Uncle Joe looks very young.
  - B. Uncle Joe feels sorry for Ellie and so is kind to her.
  - C. Uncle Joe does not know where Ellie was born.
  - D. Uncle Joe has a sense of humor.

**MC#: 25**

**Key: D**

**Learning Results: B-4**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 4 explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.

26. What is the **main** purpose of paragraphs 1 through 4?
- A. to describe the kind of person Ellie is
  - B. to provide a flashback to Uncle Joe's early life
  - C. to describe the relationship between Uncle Joe and Ellie
  - D. to foreshadow the coming war

**MC#:** 26

**Key:** C

**Learning Results:** A-6

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 6 identify accurately both the author's purpose and the author's point of view.

27. Okey and Martha can be described as **subordinate** characters in the excerpt because they
- A. do not speak to the main characters.
  - B. advance the plot but are not primary to the excerpt.
  - C. play no part in the plot.
  - D. are not present in the final scene of the excerpt.

**MC#: 27**

**Key: B**

**Learning Results: B-3**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 3 identify the main and subordinate characters in literary works.

28. How does the dialogue in paragraphs 6 through 19 advance the plot?
- A. It highlights the excerpt's setting.
  - B. It provides a flashback to Ellie's early childhood.
  - C. It foreshadows the coming events.
  - D. It emphasizes the importance of Okey and Ellie's mother.

**MC#: 28**

**Key: C**

**Learning Results: B-5**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 5 demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.

29. Ellie curses a boy and shoves him against the wall because he
- A. does not believe the war is being fought for a just cause.
  - B. tells Ellie that her uncle is stupid.
  - C. says that Joe might get killed in the war.
  - D. says things that make Joe seem foolish and dishonorable.

**MC#: 29**

**Key: D**

**Learning Results: B-7**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 7 recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).

30. The reason Joe did not speak of the war when everyone was sitting around the kitchen table talking was **most likely** because
- A. he was waiting for somebody to ask him about it.
  - B. the subject was too painful for him to talk about.
  - C. the war made him ashamed of being a soldier.
  - D. he did not think Ellie should hear what had happened.

**MC#: 30**

**Key: B**

**Learning Results: B-8**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.



31. In paragraph 28, what question did Ellie want to ask her uncle?

- A. "Did you kill anybody?"
- B. "Why are we fighting this war?"
- C. "Were you a real soldier?"
- D. "Were you ever afraid while you were fighting?"

**MC#: 31**

**Key: C**

**Learning Results: A-2**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 2 reflect on what has been discovered and learned while reading and formulate additional questions.

32. At the end of the excerpt, why did the author describe Uncle Joe as looking “old” to Ellie?

**SA#: 32**

**Learning Results: B-8**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

**UNCLE JOE**  
**SHORT-ANSWER SCORING GUIDE**

<b>Score</b>	<b>Description</b>
2	Response correctly tells why the author describes Uncle Joe as looking “old” to Ellie.
1	Response indicates an understanding that Uncle Joe was affected by his war experiences but does not attempt to describe the effects. OR Response is incomplete or contains errors.
0	Response is totally incorrect or irrelevant.
Blank	No response.

**Training Notes for Short-Answer #32**

**Correct answer:**

This was the way Ellie viewed his tiredness and sorrow after having seen terrible things during fighting.

32.

2

The author described Uncle Joe as looking "old" to Ellie because he was roughed up by war and looked more like he was older inside.

32.

2

Uncle Joe looked old because the war had matured him because he had seen so much sadness and destruction.

32.

1

Uncle Joe was described as old because he was gone for a long time and probably changed a bit. He was also probably looking tired.

32.

1

he looked older because she hasn't seen him in a long time.

**English Language Arts:  
Reading/Writing Response Item 33  
Item Information and Scoring Guide  
Reference Sheet, Scoring Guides and  
Training Notes, and Student Responses**

## Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) reading/writing response item is scored for both reading and writing. These pages contain the following information. (Refer to page C-57 for the text for the item.)

### Reading Comprehension Scoring Information

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

### Writing Scoring Information

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
  - one sample of student work scored for Topic Idea Development in order by each score point value (6, 5, 4, 3, 2, 1)
  - one sample of student work scored for Standard English Conventions in order by each score point value (4, 3, 2, 1)
  - one exemplar of student work that received the highest possible score points in both Topic Idea Development (6 points) and Standard English Conventions (4 points)

**NOTE:** The reading/writing response item is scored twice, once for reading comprehension and once for the quality of the student's writing.

# Reading/Writing Response Item with Learning Results, Reading Scoring Guide, and Reading Training Notes

33. Imagine that Ellie kept a diary. Write two different diary entries showing how Ellie's feelings toward Uncle Joe changed from the beginning of the excerpt to the end. Use specific events in the excerpt to support your diary entries.

**CR#: 33**

**Learning Results: B-8**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 8 apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

## UNCLE JOE

### CONSTRUCTED-RESPONSE READING SCORING GUIDE

Score	Description
4	Student writes two or more diary entries that show an insightful understanding of how Ellie's feelings toward Uncle Joe changed as the story progressed. Student uses specific and relevant events in the excerpt to create both versions of the diary entries.
3	Student writes two or more diary entries that show a general understanding of how Ellie's feeling changed. Response lacks some specific events in the excerpt as support or is not fully developed.
2	Student writes two or more different diary entries that show a basic or literal understanding of how Ellie's feelings changed. Response uses limited events in the excerpt as support. OR Student writes one diary entry showing how Ellie felt at either the beginning or the end of the excerpt. Response uses some appropriate supporting events to develop his/her version of the diary entry.
1	Student writes a vague response that demonstrates a minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Note: Constructed-response question 33 was scored for effectiveness of writing and reading comprehension.

## Reading Training Notes for Constructed-Response #33

### **Some of the ways Ellie felt at the beginning of the excerpt:**

- She was proud of him, loved him dearly, and was delighted by his interest in her.
- When he went to war, she was afraid for him.

### **Some of the ways Ellie felt at the end of the excerpt:**

- When the boy said the war was stupid, she was concerned that her uncle was doing something wrong or shameful.
- She was puzzled when he would not talk about the war, then sad for him when she realized the terrible effect the war had had on him.

33. Dear Diary,

4

Uncle Joe is my big brother. Although I never mention it in front of my friends, I still feel that he is. Uncle Joe is so nice to me and I wish I could repay him in some way. Today I found out that Joe is going to war. I'm scared for Joe, but I also know he is strong and God will guide him through this horrible time. Today a boy said that Joe wasn't a real soldier. I got angry and shoved him into a wall. In my heart I know that he is a real soldier, but I still can't be sure. As soon as Joe gets home I must find out. I will ask him if he's a real soldier.

Ellie

Dear Diary,

Today Uncle Joe came home! We are all happy and thankful that he is safe and sound. At dinner tonight Uncle Joe never mentioned the war. I know we were all curious, but we could tell by the way Joe acted the war was too painful to talk about. We all understood; however, after everyone went to sleep I stayed down stairs. I didn't forget the question I needed to ask Joe. As he was watching tv, news about the latest dead soldiers was on. Joe looked so old and sprawled out in the chair. When the report was over, Joe wiped a tear from his eye. Right at that second I knew that Joe was a real soldier. I didn't even have to ask, because in my heart I knew and understood why Joe fought. He was a real soldier. And before I went to bed that night, I cried a tear for all the soldiers and Uncle Joe.

Ellie



33. Dear Diary,

July 5

4

Last year was so fun! Uncle Joe played 3 games with me and even made me some fudge on the skillet. We all waited for it to cool, after he poured it into a buttered plate. I have to laugh so hard when Uncle Joe tells me that my parents found me under a rock!

Times have changed a lot now. Uncle Joe went into the Air Force. He promised me that he'd send letters and exotic gifts. I came home one day to the shocking news of Uncle Joe being sent to fight in the war.

I got so scared, that I didn't sleep at night. A letter from Uncle Joe eased my pain. Along with the letter, he sent me a picture. It was of him holding a "real" scorpion. I took it to school to brag. A boy told me that Uncle Joe was stupid for fighting in the war. I was hurt so bad inside that I shoved him against the wall with a nasty insult.

Dear Diary,

December 10

My hopes and dreams of playing around with Uncle Joe, have vanished. One cold December day, Uncle Joe walked in on all of us. He looked so different than before. Like he was older, older than my grandfather.

That night he made his special fudge. We all sat around the table, this time not talking. No one, even Uncle Joe said anything about the war. <sup>v'l-tra</sup> <sup>space</sup> →

Although Uncle Joe was safe, home with his family, the taunting threat of the boy still lingered in my mind. I had to know if Uncle Joe was a real soldier.

As I crept into the living room, the walls blinked white, black, white black. The TV news was showing horrible pictures of the war. I was about to leave for this wasn't the right time. Out of the corner of my eye, I saw a tear stream down his face. I too went to bed shedding tears for Uncle Joe and all the other **REAL** soldiers.

33.

3

Dear Diary,

My uncle Joe came to visit today. We all laughed when we remembered the time he told me that my parents found me under a big rock.

Joe is like a brother to me and I have been upset all day because of the news he has given me. He has joined the Air Force which means he is leaving home. I am happy, for he is doing what he likes to do, but oh now I wish he could stay.

- Ellie

Dear Diary,

Uncle Joe was sent to war a while back and I am grateful, for he has returned unharmed... or should I say not physically. He is just not the same as he used to be. He looks so much older and he has not spoken a word about the war. No one dares to ask him about it. Last night I was going to ask about the war while he was watching t.v, but when I entered the living room, I saw him wipe a tear from his face as he watched the news about all of the men that died in the war.

- Ellie

Dear Diary,  
Uncle Joe has been sent to war today. I really <sup>hope</sup> he doesn't get shot. I tried to ask Mom and Okey about what war was, but they didn't know what a real war is. Uncle Joe hasn't even been gone that long, but I already miss him, I can't wait until the day when he gets home.

Sincerely,  
Ellie

Dear Diary,  
Today Uncle Joe came back from war. He seemed different, it was like he was old. Almost as old as Okey. He wouldn't talk about <sup>the</sup> war. I wanted to ask him many questions, but I didn't. I wonder if he will ever be his old self again, and forget whatever happened during the war. Maybe eventually he will be ready to tell me about the war, and when that day comes I will ask him my questions. But for now I'll just wait and hope that day comes.

Sincerely,  
Ellie

Dear Diary,

A boy at school today said his Father said the war was stupid and that Uncle Joe was not a real soldier. I shoved him into a wall and used one of Okey's best cuss words. Is Joe real or not?

- Ellie

Dear Diary,

I just wanted to say Joe came home tonight and I found out the he is a real soldier. And I think instead of calling him Uncle Joe aloud I will call him brother Joe because I am so proud of him and all the other real soldiers.

Sincerely,  
Ellie

10-27-01

Dear diary,

I have just recieved a letter from Joe. He is doing fine. He will be coming home any day now. I hope he doesn't get killed. That was mean what a kid said at school about Joe. He is to a real soldier. Well I have got to go.

Ellie

10-28-01

Dear diary,

Joe has just returned today from the war. He didn't even get hurt. I am so happy he didn't die. Joe seems like he is a foot taller. He doesn't really want to talk about anything that went on during the war.

Ellie

33.

1

Dear Diary,

I think Uncle Joe will make it back from the war because he is really good and he's the best.

Sincerely,  
Ellie

Dear Diary,

I'm not really sure if Uncle Joe will come back from the war. I really miss him.

Sincerely,  
Ellie

33.

1

With the flesh of white and  
black he just looked older  
because she hadn't seen him  
for a long time.

# Reading/Writing Response Item with Learning Results and Writing Scoring Guide

33. Imagine that Ellie kept a diary. Write two different diary entries showing how Ellie's feelings toward Uncle Joe changed from the beginning of the excerpt to the end. Use specific events in the excerpt to support your diary entries.

## Reading/Writing Response Item

**Learning Results:** F-1, G-2, G-3

### Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
- no significant errors in the use of nouns, pronouns, and adjectives.
  - few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases.
  - attention to the proper use of conjunctions.
  - no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less-common words.
  - no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less-common capitalization conventions (e.g., capitalizing the names of nationalities).
  - no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.

### Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories that include major events, develop settings, and deal with problems and solutions.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 3 write pieces and deliver oral presentations that use structures appropriate to audience and purpose.



**Stylistic & Rhetorical Aspects of Writing**  
**Topic Idea Development**

1	2	3	4	5	6
<ul style="list-style-type: none"><li>• Little topic development and/or organization, few details</li><li>• Possible evidence of voice</li><li>• Simplistic language (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Limited topic development, focus, and/or details</li><li>• Evidence of voice</li><li>• Limited variety in language used (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Moderate topic development, focus, and details</li><li>• Some voice</li><li>• Some variety in language used (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Well developed with control and relevant details</li><li>• Consistent voice</li><li>• Variety in language used (wording and sentence structure)</li></ul>	<ul style="list-style-type: none"><li>• Fully developed with strong details</li><li>• Sustained voice and/or tone with emerging style</li><li>• Effective use of language</li></ul>	<ul style="list-style-type: none"><li>• Topic and details richly developed</li><li>• Distinctive voice, tone, and style</li><li>• Rich use of language</li></ul>
Topic Development		Organization	Details		Language/Style
The overall effect of the essay		The degree to which the response is <ul style="list-style-type: none"><li>• Focused</li><li>• Clearly and logically ordered</li><li>• Clarified by paragraphs</li></ul>	The degree to which the response includes examples that develop the main points		The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none"><li>• Errors seriously interfere with communication and/or</li><li>• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing</li></ul>	<ul style="list-style-type: none"><li>• Errors interfere somewhat with communication and/or</li><li>• Few or no errors in simplistic or limited text in first-draft writing</li></ul>	<ul style="list-style-type: none"><li>• Errors do not interfere with communication and/or</li><li>• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing</li></ul>	<ul style="list-style-type: none"><li>• Control of a variety of sentence structures, grammar and usage, and mechanics</li><li>• Length and complexity of essay provide opportunity for student to show control of Standard English conventions in first-draft writing</li></ul>		
Sentences		Grammar and Usage		Mechanics	
The degree to which the response includes sentences that are correct in structure		The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>• Use of standard grammatical rules of English</li><li>• Word usage and vocabulary</li></ul>		The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>• Punctuation</li><li>• Capitalization</li><li>• Spelling</li></ul>	

33.

6

Diary Entry #1. My Uncle Joe is my brother at heart. I could have cried when he graduated and left to join the Air Force. Maybe I should have, that might have kept him home. Stupid me, I should have thought of that before. He travels to distant lands that make home seem like an outdated toy. Uncle Joe is lucky. He gets to travel all over the world and tease us with the funny pictures he sends back - like the one with him in the furry-collared jacket and hat with funny dog-like earflaps. Sometimes I wish I could take him to school with me and brag that would be a million times better than a photo. Maybe if I begged him really hard, he'd even wear the furry hat with earflaps! Mother said something of the war to Okey yesterday. Something like 'Uncle Joe could be shipped there.' That scares me - I don't want my brother to die. I hope Mother was just kidding. Diary Entry #2. Uncle Joe surprised us today by coming home. There is so much snow on the ground, typical in December, but if Uncle Joe had been wearing white we would have tonight the snow was walking! No one mentioned the war and at first I wondered why, then I saw Uncle Joe watching T.V. and I had my answer. That boy at school doesn't know what he's talking about - my brother at heart is a real soldier! I can tell because he grew old in war and cried - only true soldiers cry, I believe. My Uncle Joe isn't the same anymore. That makes me sad but I think everyone is happy to see him home and alive. At school I plan on giving that boy some truth about war that I've learned from watching my uncle. Maybe then his daddy will understand just what happens.

(This is the first entry of Ellie's diary, describing Ellie's feelings toward Uncle Joe before he leaves for war.)

Dear diary,

Today, Uncle Joe sent me a picture of him wearing a jacket with a little fur collar and a cap with funny fur earflaps! Now that he has graduated from Monroe County High School, he is in the Air Force. Uncle Joe is like a big brother to me. Sometimes, I even call him that! Although never aloud, I am proud of Uncle Joe and his accomplishments in the Air Force. I love coming home and seeing his tall frame, equipped with blonde hair and blue eyes, standing in the kitchen making fudge in the skillet. As he pours it into a buttered plate to cool, we talk about anything that is on either one of our minds. It is great to have such a young and fun uncle. I am proud of him, and often tell my friends about the wonderful things he does! Love, Ellie.

(This is the secondary entry, showing Ellie's feelings toward Uncle Joe after he returns from war.) Dear diary,

Things have changed now that Uncle Joe is back from war. He looks so old, maybe even older than okay. He is not willing to even talk about the war. Although I don't know about war, I know that it has changed Uncle Joe. Tonight, we all sat around and talked as Uncle Joe made fudge, like the good old days. I was yearning to ask him if he was a real soldier, and to prove that boy wrong. Tonight, Uncle Joe watched the news of the war on TV. As the news ended, he wiped a hand across his eyes. I think it was then that I finally began to understand war, and what it does to people. Love, Ellie.

## Diary Entry #4.

I love my Uncle Joe. He is sooooo funny, and I think the world of him. I'm kinda glad and kinda mad that Uncle Joe joined the Air Force. I'm glad for him because he found a job he likes but I'm mad at the same time because he could end up going away for a long time and maybe never coming back. I like getting things from him. I like to think of Uncle Joe as my big brother but I don't tell anybody that. I didn't like the faces that my mom and Okey had on my way home from the grocery, they looked troubled. I just knew something was wrong. I didn't really like the fact that my Uncle had gone to war but what could I do about it.

## Diary Entry #2.

I really hate that kid that said my Uncle wasn't a "real soldier" but I'm also not really happy that I called him that cuss word. Time passed really slowly while my Uncle was gone. I missed him alot. When Joe came home he seemed a foot taller and older than when he left. I just love his home made fudge that he makes in the skillet, it tastes so good. I'm glad we didn't talk about the war, just thinking of it makes me cry. I really had to know if Uncle Joe was a real soldier or not. I felt bad for Uncle Joe and the way he cried when he heard the report of dead soldiers. Now I don't feel bad for calling that kida cuss word and I wish I could go up to him right now and say it again.

Dear Diary  
I am sad today because Uncle Joe is living to war. I love him very much but I do not fear because I says he will be safe and would send me and my sister stuff. We received a picture of him and I asked IF I could borrow it to take to school. I bragged about it to everyone. I miss Uncle Joe and wonder when he will come back.

Dear Diary  
I am sad once again because I Love Uncle Joe but he seems so different and I feel I can not talk to him because of that. I wish he was the same now feel wired around him and can't talk to him. I do feel better because I am not afraid anything will happen to him because he is home. I have no clue what to do or say to him so that he changes back to the way he was.

Dear Diary,

Uncle Joe is a tall man with blue eyes and blonde hair. He has a good sense of humor and is like a brother to me.

He joined the Air Force after he graduated from Monroe County High School.

I like to think of Uncle Joe as a brother because I look up to him. I am happy to be around him and talk to him.

Ellie.

Dear Diary,

After the war was over I think of Uncle Joe as a quiet person. He doesn't talk as much as he used to. I still think of him as my big brother but also as a safe man. Now that he is back from war I hope he doesn't go back.

Ellie.

Dear Dairy,

~~I~~ think that my uncle  
should not go to war because  
I don't want him dead.

He is like a bother to  
me. Now he is off to war  
and I miss him. ~~I~~ Send things  
to my uncle. So, around Christmas  
He comes home and I am  
glad he is home.



33.

4

Dear Diary,

Uncle Joe was teasing me again. He was telling me that my parents found me under a big rock in the hog lot. I pretended to be mad at him, but inside I was laughing. Uncle Joe always makes me chuckle, even when something terrible has happened. I think he knows that, too. He has a way of looking into me and feeling what I feel. He says that he's going away soon, to places where I can't see him anymore. But I made him promise to write and send pictures. He will, because he keeps his word, no matter what. I'll bring his pictures to school to show to all of my friends. I'm very proud to have an uncle like Joe, and I'll let he's proud to be himself.

Dear Diary,

Uncle Joe's finally back, and with him that cheery air. Something's wrong, something's changed, though. He's not young looking or easy going. He refuses to talk of the war, and what he did. There must still be a painful residue around that subject matter. He seems tired, and acts like something is nagging at him. His body is close, but his eyes are still back in that distant land, looking at his fallen comrades and enemies. He still jokes, but half-heartedly, as if he is doing them just to keep people from wondering why he can't. It worries me, his soul is aged beyond his years, and



his body solemnly reflects that. I can't help wondering if he will ever be my Uncle Joe again.

33. Diary Entry #4.

3

I love my Uncle Joe. He is sooooo funny, and I think the world of him. I'm kinda glad and kinda mad that Uncle Joe joined the Air Force. I'm glad for him because he found a job he likes but I'm mad at the same time because he could end up going away for a long time and maybe never coming back. I like getting things from him. I like to think of Uncle Joe as my big brother but I don't tell anybody that. I didn't like the faces that my mom and Okey had on my way home from the grocery, they looked troubled. I just knew something was wrong. I didn't really like the fact that my Uncle had gone to war but what could I do about it.

Diary Entry #2.

I really hate that kid that said my Uncle wasn't a "real soldier" but I'm also not really happy that I called him that cuss word. Time passed really slowly while my Uncle was gone. I missed him alot. When Joe came home he seemed a foot taller and older than when he left. I just love his home made fudge that he makes in the skillet, it tastes so good. I'm glad we didn't talk about the war, just thinking of it makes me cry. I really had to know if Uncle Joe was a real soldier or not. I felt bad for Uncle Joe and the way he cried when he heard the report of dead soldiers. Now I don't feel bad for calling that kinda cuss word and I wish I could go up to him right now and say it again.

33.

2

Day 1 - Today uncle Joe let me borrow his funny fur earflaps. I brought them to school. Uncle Joe is cool hes like my big brother. Its going to be so much different when Uncle Joe leaves.

Day - 2 Uncle Joe is back now and wow he looks a lot older than ~~he~~ ~~did~~ before. We sat on the couch and I relized that Uncle Joe has change. He sat there and cried for all the soldiers that died. I can't talk to him the same way I did,

33.

1

Today uncle Joe was told he had to go to war he is leaving in a few days well uncle Joe left. Today itold a kid at school about it he sad he was a real sholder, I pushed into the wall and called him the wars fuss word ever.

Today uncle Joe came back he seems different he looks older and kinda trips. To him self he dont like talking about the war.

33. Dear Diary, I must inform you that my 6 4  
Uncle Joe is leaving for war. I am greatly  
depressed and wish that he could stay home.  
My beloved uncle, almost like a brother to me,  
will be gone for so long. He may, dare I say it,  
be shot or even killed in battle! How dreadful  
that would be! Who would be my best friend,  
or who will make that "famous" fudge he  
is so good at making? My parents were  
speaking of something today. I approached them  
and they told me that Joe was sent to a  
worse place than before! Now my worries and  
fears have doubled. I pray for him every  
night, and ask God to watch over him. Today  
at school, a boy in my class told me what  
his father's view of the war is. He said it  
was foolish, and that the soldiers weren't fighting  
a real war. Then he said that Uncle Joe was  
not a real soldier, so I shoved him!

Dear Diary, It has been a long time since  
I have written. I suppose I have been busy with  
other things. Guess what?, Joe came back! We  
were snored in early one night, and he just  
nonchalantly walked into the room, receiving  
an abundance of hugs and kisses. I was  
at first afraid to approach him. Joe looked  
different and I wasn't sure how to act around

him. He was at least a foot taller, but something about his face made me feel as if it wasn't my uncle Joe behind those eyes. I suppose he looked older, and all of the life and energy was drained from his face. The war must've impacted him very hard to make him look as if he was in pain. Maybe as time progresses, this "phase" will wear away and my true Joe will come back. -Ellie

# ACKNOWLEDGMENTS

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“Go Fly A Kite” (pp. C-6–C-7) by Joe Bower as it appeared in *Boy’s Life*, March 1996. Illustrations by Donna Sabaka. Copyright © 2001 by Measured Progress.

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Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.

## **FILE D**

**Health Education:  
Item Information and  
Scoring Guide Reference Sheet ..... D-2**

Item Information and  
Scoring Guide Reference Sheet ..... D-3

**Items with Learning Results, Scoring Guides,  
Training Notes and Student Responses ..... D-4**

**Health Education:  
Item Information and  
Scoring Guide Reference Sheet**

## Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) health education items are scored. These pages contain the text for each item accompanied by the following information.

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score



**Items with Learning Results,  
Scoring Guides, Training Notes,  
and Student Responses**

1. Something is wrong with the fitness equipment that Jon recently purchased. He is going to return the product to the store. What should Jon **say** to the store clerk to clearly communicate how he would like the problem to be solved in a way that would avoid conflict?

**CR#: 1**

**Learning Results:** E-1, E-3

Communication Skills

- E Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to
- 1 demonstrate effective verbal and nonverbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).
- E Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to
- 3 demonstrate conflict resolution strategies.

**CONSTRUCTED-RESPONSE #1 SCORING GUIDE**

<b>Score</b>	<b>Description</b>
4	Response demonstrates comprehensive understanding of effective communication skills that avoid conflict. Student describes a polite, clear, and direct conversation that explicitly states a realistic way to resolve the problem.
3	Response demonstrates a general understanding of communication skills that avoid conflict. Student describes a polite conversation that includes a realistic way to resolve the problem.
2	Response demonstrates partial understanding of communication skills that avoid conflict.
1	Response demonstrates minimal understanding of communication skills that avoid conflict.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

1.

4

"Hello sir (or Madam, as required). I had recently bought this aerobic machine from your store; here is the receipt as proof of my purchase. As I brought it home I realized that it was faulty (explain precisely what you believe may be wrong with it). I had not ridden it yet, had only taken it out of the box. So I believe that it may have been either yours or the company's fault. I was wondering if I could get a refund."

He should try to be polite as possible, because people receive you a lot better when you are not angry. He should state his problem in a concise manner so there would be no mistake on what he wants. And he should also be firm, so it at least looks like he knows what he's talking about, and that he means business.

1.

4

Jon should definitely return the product. He has a right to his money back or at least an exchange for a working machine. Before seeing the clerk he should check out the limitations of the warranty. Also he should make a list of the problems with the machine. When he goes to the store he should be calm and collective. He should argue for what is rightfully his but do it peacefully. If he still doesn't get what he deserves he should speak to the manager. Only until after all possible situations are pursued should he consider suing.

1.

Jon should say to the store clerk, "There seems to be something wrong with the fitness equipment that I recently brought here. It doesn't seem to work as it is supposed to, according to the manual. I would be so happy if you could either: check the machine yourself, let me return this one for another one, or give me a full refund. Thank you."

1.

If I were Jon I would first go to the check out counter and politely ask for the Manager. If the Manager was not there he could just tell one of the workers. He would say "Excuse me miss/sir, but I have a problem with the fitness equipment that I just purchased, and would like to return the product to the store." He also could show the clerk is reciet if he kept it. Or he also could exchange them for some new equipment that works better.

1.

2

I think something is wrong with the fitness equipment, that I purchased I would like it if you try it and tell me if you think there is a problem. If so could I get some of my money back or a different one.

1.

2

Jon should say that the fitness equipment was broken and he want to trade it for equipment that not broken, or he wants his money back.

1.

1

"There is some thing wrong with this and I want it to be fixed immediately. I also want my money back. If someone was to be on this and it went hay wire, then they could get seriously hurt. I am going to buy my treadmill somewhere else in case you have other equipment like this around here. So there!"

1.

1

Jon should bring the equipment back and tell the clerk it was broke when he got it. In other words tell him what exactly happened.

2. Physical, emotional, and social health are interrelated. Using **two** different examples, explain how problems in one of these areas might affect the other two areas.

**CR#: 2**

**Learning Results: A-2**

Health Concepts

A Students will understand health promotion and disease prevention concepts. Students will be able to  
2 describe the relationship among physical, mental, emotional, and social health.

### CONSTRUCTED-RESPONSE #2 SCORING GUIDE

Score	Description
4	Response demonstrates a comprehensive understanding of the relationship among the three areas of health by describing two different examples that show how problems in one area affect the other two. Examples are well described and strongly supported.
3	Response demonstrates a general understanding of the relationship among the three areas of health by describing two different examples that show how problems in one area affect the other two. Examples lack details or support, or a clear explanation of one effect is missing.
2	Response demonstrates a partial understanding of the relationship among the three areas of health by describing the effects of a problem in one area on the other two areas <b>or</b> by providing two different examples that show how problems in one area affect one other area.
1	Response demonstrates a minimal understanding of the relationship among the three areas of health by describing the effect of a problem in one area on another area.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

### Training Notes for Constructed-Response #2

points for parts: 1 point for each explanation of an effect on one of the other factors

2.

4

One example is, say you don't have many friends in fact, the one friend you have you just got in a fight with. At this time your social health would be down. With your social health down, this could definatly start to effect your emotional health. You might even become depressed. If that happens then it is likely to effect your physical health. In lots of cases of depression people gained a lot of weight because they were eating to much and not exercising. Another example is, say your Mother just died in a car accident. This would most likely put your emotional health down. You may be very sad about your Mothers death. This could effect your social health because sometimes when you are really sad, you don't want to talk to anyone, you just want to be left alone. You might start to just egnore all of your friends which will effect your social health a great deal. It could also effect your phisycal health because you might get to the point when you are so sad that you just don't exercise as much as you need to and eat more then you need. on the other hand, you could also get the other way and be so sad so you don't eat at all.



One example of how physical, emotional, and social health are interrelated is if someone was very obese. This is a physical problem first because the person would have a hard time moving around. It is a social problem because people aren't that person's friend and make fun of him. This turns into an emotional problem because he doesn't feel good about himself and he is depressed because he has no friends. The depression causes him to eat more and the problem escalates. Another example is how society thinks to be popular you must be thin. Someone who is not as thin as another person and maybe not the most popular. Would try to lose weight to become more popular. This is where the social health is suffering.

The next thing she would do is to diet too much. She would become so skinny and malnourished that it would start to affect her physical health by becoming weak and sick. Being this thin might make her emotionally unstable because in some ways she thinks she is pretty by being thin, but people make fun of her when she is lethargic, tired, weak, bony, and her hair starts to fall out.

If you have a physical problem, for instance you are in a wheelchair it can affect your emotional side by making you up-set because it reduces you from different things. Your social health may decrease because it makes it harder for you to do things with other people.

Say you have an emotional health problem. This can cause you to have a physical health problem because you may get depressed and that makes unable to do some things. Both of these health problems cause people possibly to be afraid of you or just not wanting to communicate with you. This affects your social health.

So everything really works in a circle. If you have a physical health problem that leads to social health which leads to emotional health which then goes back to physical health. It is all in the circle of life.

If someone close to you just died, emotionally you would be sad or hurt. That could effect your social health because you might be too sad to go see your friends as much and you would grow further apart. It could effect you phisically if you were too sad to go out and exercise or if you weren't eating right. If you had to get your leg amputated it would effect you phisically because you would have to work on strenthaning your other one. You would be emotionally hurt because you would have to get used to having one leg. Also Socially because for a while you wouldn't be able to see your friends

2.

2

If you are depressed about something, like someone dieing, then you will not feel emotionally ready to do things. It will effect your social health because your friends will think you are mean because you don't talk to them. Physically, you might eat a lot, and not try your hardest at sports.

2.

2

If you are anti-social then your social health is bad which could make you have bad emotional health and then you might not eat so you would have bad physical health.

If you are depressed you are having bad emotional health and if you are depressed you might not want to talk to anyone which makes your social health start to get worse. You also might not eat so your physical health starts to get bad.

2.

1

If you have a problem with your health then you might not do good physically. Or if you have a problem with your emotions. your health level might change, because your depressed you might not eat.

2.

1

If you were sad about something like if your Grandfather died that would be emotional and it could effect your performance in sports, and other activities (physical) also you would have a hard time talking to people (social health)

3. Three of Jason's friends use smokeless tobacco. He feels pressured to try it. Describe how using smokeless tobacco might impact Jason's health. Include **three** short-term effects and **one** long-term effect in your response.

**CR#: 3**

**Learning Results: A-3**

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to  
3 analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary lifestyle, and behaviors resulting in injury).

**CONSTRUCTED-RESPONSE #3 SCORING GUIDE**

<b>Score</b>	<b>Description</b>
4	Response demonstrates comprehensive understanding of the risks associated with using smokeless tobacco. Response includes a clear description of three short-term effects and one long-term effect.
3	Response demonstrates general understanding of the risks associated with using smokeless tobacco. Response includes a general description of three short-term effects and one long-term effect.
2	Response demonstrates partial understanding of the risks associated with using smokeless tobacco. Response includes a description of two or three effects.
1	Response demonstrates minimal understanding of the risks associated with using smokeless tobacco. Response includes a description of one effect or a list of effects.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

**Training Notes for Constructed-Response #3**

**Short-term effects**

- inflamed gums
- bad breath
- yellow teeth
- get into trouble

**Long-term effects**

- cavities
- cancer

3.

4

Three short term effects of smokeless tobacco are, discolored teeth, gum disease like gingivitis, and bad breath. A long term effect would be cancer. Tobacco can discolor teeth and rot them. It can also cause gum disease which can lead to tooth loss. It also causes bad breath along with the odor of gum disease. Tobacco also causes cancer like mouth cancer, throat cancer, and stomach cancer.

3.

4

When Jason tries this tobacco, there are many things that could happen. In the short term, he could have bad breath for a while, and his teeth would begin to turn yellow and rot. For a day or two he would feel sick and might vomit from the tobacco. He would feel weak and would not feel like getting up or running for a while.

The longterm effects are the really bad effects. There are many cancers he could get, such as throat cancer, tongue cancer, gum cancer, and organ cancers. Even if the tobacco is smokeless when he chews it he is putting himself in danger.



3. Using smokeless tobacco can and will be very serious to someone's health. A few effects it could have on Jason in a short time are changing his teeth; making them yellow and giving him bad breath, and making him very sick. Jason could develop cancers or other health problems after chewing for a long period of time. If Jason was to chew tobacco, not only would he develop this long term and these short term problems, but he might change socially too. He might chew out of control, and all the time or be less popular because of his disgusting habit. So basically, smokeless tobacco is a very bad choice for Jason.

3. One short-term effect would be his teeth and gums. His gums would begin to become infected. His teeth would turn gross colors. His breath would constantly smell bad after everytime he used it. Another short-term effect would be headaches and stomach-aches until he got used to the tobacco. The drugs in the tobacco might make Jason sick until he got used to the nicotine in it. The third short-term effect would be finding an effective way to hide the signs of him using tobacco. His parents and peers might suspect something was going on. He had to find a way to hide it. A long term problem would be his over-



all health. In used Tobacco his causes problems to all his major organs. By using the tobacco he is taking years off his life. Jason can't reverse the effects tobacco has on his body. It's eating away at his insides little by little.

3.

2

Smoke less tobacco is nearly the same as cigarettes, just with out smoke so it will have a lot of the same side effects as a cigarette will. 1 Short-term effect is he will have bad breath another is he could get in to trouble with the law and have to go to drug court, or he could get in trouble with his parents, Another is rotten teeth his teeth will rot and fall out, 1 long-term effect is he might get gum cancer.

3.

2

Jason,  
I hope you don't start using smokeless tobacco.  
As soon as you start using it, your breath  
will smell. Nobody likes to smell bad breath.  
Also, your teeth will turn to an off-white or  
yellow. This will look very in attractive. Soon you  
will have to waste more and more money buying the  
snuff.

In the future, you will develop mouth cancer.  
Don't use snuff.

3.

1

It could make him really  
ill, ruin his school work, and...  
could give him cancer.

3.

1

Don't know. It still may cause dependancy  
upon the tobacco. It can also cause cancer.